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ABSTRACT

This practicum was designed to increase the positive experiences of middle school minority students entering a suburban community. The problem for racial and ethnic minorities is how to have full access to and participation in the educational life of the community without surrendering their language and cultural distinctiveness. The goals of this practicum were to enable approximately 230 minority students and their parents to have positive school experiences when interacting with classroom teachers as well as when they were engaged in other school activities. A holistic program was designed which consisted of a series of interventions involving students, teachers, parents, and administrators. These interventions included inservice programs and monthly communiques with parents and assistance programs for students. The results of the program were positive. The goals and objectives of the practicum were met. An analysis of the objectives and goals revealed that there was a major improvement in the incorporation of minority culture students into the educational life of the school. The intervention programs had a positive impact upon the teacher's awareness of the unique needs of minority students entering a suburban community. (Author/ABL)

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Improving Positive Experiences for Middle School Minority Students Entering A Suburban Community, Through Intervention Programs Involving Staff, Parents and Students

by

Christine D. Piscitelli

Cluster 36

A Practicum II Report presented to the
Ed.D. Program in Early and Middle Childhood
in Partial Fulfillment of the Requirements
for the Degree of Doctor of Education

NOVA UNIVERSITY

1992

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PRACTICUM APPROVAL SHEET

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This practicum report was submitted by Christine D. Piscitelli under the direction of the adviser listed below. It was submitted to the Ed.D. Program in Early and Middle Childhood and approved in partial fulfillment of the requirements for the degree of Doctor of Education at Nova University.

Approved: Mary Ellen Sapp

5-5-92

Date of Final Approval of Report

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ABSTRACT

Improving Positive Experiences for Middle School Minority Students Entering A Suburban Community, Through Intervention Programs Involving Staff, Parents and Students, Piscitelli, Christine D., 1992: Practicum Report, Nova University, Ed.D. Program in Early and Middle Childhood, Descriptors: Classroom Communication / Classroom Techniques / Secondary Education / Inservice Teacher Education / Parent Participation / Program Development / Questioning Techniques / Student Needs.

This practicum was designed to increase the positive experiences of middle school minority students entering a suburban community: the problem being for racial and ethnic minorities to have full access to and participation in the educational life of the community without surrendering their language and cultural distinctiveness.

The goals of this practicum were for minority students and their parents to have positive school experiences when interacting with classroom teachers as well as when they were engaged in other school activities. In addition, classroom teachers were to become sensitive to the customs and values prevalent among these students through the acquisition of knowledge and techniques suitable to successfully integrate this population into their classes.

The writer designed a program, holistic in approach, which consisted of a series of interventions involving students, teachers, parents and administrators. This contributed to the full participation on the part of minority culture students in the life of the school community. These interventions included inservice programs for staff with the dissemination of current literature and research on multicultural education, orientation programs and monthly communiques with parents and assistance programs for students.

The results of the practicum were positive. The goals and objectives of the practicum were met. An analysis of the objectives and goals revealed that there was a major improvement in the incorporation of minority culture students into the educational life of the school. The intervention programs had a positive impact upon the teacher's awareness of the unique needs of minority students entering a suburban community.

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CHAPTER I

INTRODUCTION

Description of Work Setting and Community

This practicum was conducted in a public school system in a suburban area of a northeastern state. Because of the geographical location of this suburban community, within thirty minutes of a large metropolis, it is often referred to as a "bedroom community." Many of its residents may be seen boarding mass transit in the early morning hours to New York City and returning late in the evening to their residences.

The school system has a population of approximately 10,000 students and is geographically the fifth largest district in the county, covering an area of 44 square miles. The school system evolved over the past twenty-five years from a one-room school house in a farm community to its present system of nineteen sites in an expanding suburban community. These sites include eleven elementary schools, two middle schools, two high schools, three administrative buildings and two former elementary schools which are presently being leased to the County for administrative offices. In addition, the school system conducts two Adult Education Programs. The first program follows the same curriculum as the district's high schools, with students having to meet the same core proficiencies as their daytime counterparts. All students in this program must be eighteen years of age or older. The enrollment is 225 - 250 students. The second program is called Community Education which consists of vocational and

recreational programs lasting from six to eight weeks. This program has an annual enrollment of 1,109 students.

The overall population of the community served by the school district is approximately 58,600. The socioeconomic makeup ranges from low-to-middle income. Members of the low income group possess a limited educational background and are employed as laborers in small industries located in the surrounding communities. Often they suffer from a high rate of unemployment and become dependent on federal and state public assistance programs to meet their everyday needs. The middle income group consists of people whose educational background includes a high school diploma with an increasing number continuing in higher education. They are employed in various businesses and professions, with a large portion commuting to the city. A majority of this group are two-income families with the mother often being employed by the school system or local businesses. The majority of the children in the school system are from the middle socioeconomic group.

Since 1980, there has been a growing population of minority families, many of whom are limited in their ability to speak English, moving into the district. This group represents forty-seven languages with the largest population being Spanish to the smallest population being Turkish.

The school system is governed by a nine member Board. The Board is directly responsible for the operation and policy of the school system, appointing a Superintendent to carry out Board policies and general operational procedures. The Superintendent

is assisted by three Central Administrative Assistants. These include two Assistant Superintendents of Curriculum, one on the elementary level and the other on the secondary level, and the school district's Business Administrator. In addition, the Superintendent is assisted by twenty-eight administrators throughout the district. The school system employs a total of 1,371 individuals of whom 768 are teachers with the remaining employees in various support categories. These include paraprofessional aides, lunch aides, bus drivers, custodial staff, maintenance staff and clerical staff.

The annual operating budget for the school system is approximately $55.5 million dollars. Revenues are secured from federal, state and local sources. Approximately $2 million dollars of this budget is dedicated to the operation of the Basic Skills Improvement Program with $1 million coming from State Compensatory Education funding, $.5 million coming from Chapter 1 funding and the remaining $.5 million from local revenues. For the operation of the English As A Second Language/ Bilingual Programs, $700,872 is allocated. Of this amount, $197,139 is funded by the State and the remaining $503,733 is from local revenues.

In many instances, minority students are often participants in the Basic Improvement Program and the ESL/Bilingual Programs.

Writer's Work Setting and Role

The writer is a Vice-Principal of one of the district's two middle schools. The writer assists in managing those daily tasks

associated with administering a middle school program and serves as Principal in his absence. She is responsible for supervising conduct within the school and oversees all disciplinary procedures, including the keeping of records of disciplinary action taken both in school and on the buses. She administers district policies with regard to attendance and tardiness for the professional and non-professional staff in addition to the student population. In the area of curriculum, she directs textbook, equipment and supply distribution and inventory. In addition, she assists in the preparation of the school budget, observing and evaluating teachers, and in coordinating the school calendar and building use.

The population of the two middle schools in this district is approximately 2,000 with each school housing approximately 1,000 students. Both middle schools are comprised of grades sixth, seventh and eighth. The total enrollment at each grade level in the writer's school is 320 students at grade six, 335 students at grade seven and 351 students at grade eight. The portion of the population at the writer's middle school identified for State and Federal funded programs is approximately 150. One hundred forty students qualify for the Federal Lunch Program, thus being eligible for free or reduced rate lunch on a daily basis. Of the participants in this program, 51 percent are minority students.

The writer's middle school is designated as a magnet center for Limited English Proficient (LEP) students in the district. There are 33 students representing twelve languages with the

largest portion of this population speaking Spanish followed by Gujarati.

The English As A Second Language Program has been in existence in this district for fourteen years. At the program's inception, all services were provided by one teacher who traveled throughout the school district instructing less than twenty students. The program grew slowly until 1987, when the district experienced an influx of non-English speaking families. From that time forward, the program has grown quite rapidly requiring thirteen full-time teachers and three paraprofessional aides. With Spanish initially being the dominant non-English speaking language in the district, a Spanish Bilingual Program has been implemented to satisfy State mandates.

The growing number of students now needing services has resulted in the school district's use of magnet centers. There are five magnet centers at the elementary level; one center at the writer's middle school and one center at the high school level. At the writer's middle school, English As A Second Language teachers are certified in the bilingual area in order to provide bilingual services to the identified population. The utilization of the designated magnet centers has resulted in a higher concentration of minority students needing ESL/Bilingual services in the classes of content area teachers.

Racial tension is not a major issue in this district. Minorities, while growing, encompass only five percent of the total school district's population; however, they comprise twenty-three percent of the total population of the writer's

middle school (see Appendix A). Since July 1990, over 105 new students have been registered at the writer's middle school. The vast majority of these are inner city minority students who have relocated to the writer's district. Most of the newly enrolled students, due to limited family income, reside in the few large apartment complexes in the district. The geographic makeup of the district requires that these students from the large apartment complexes be serviced by the writer's school.

The writer's background and training includes a Master of Arts Degree in Human Development and State Certification in the areas of English, History, Administration and Supervision. The writer has twenty-one years' teaching experience in the district and four years' administrative experience. During this time she has taught English, Reading and History in grades 6 - 8 and has also served as Reading Coordinator and Coordinator of the Gifted and Talented Program at this same grade level. In the past ten years, she has been responsible for providing services to students participating in the Basic Skills Improvement Program at the middle school level, many of which have been identified as needing ESL/Bilingual services. Prior to her present appointment as Vice Principal, the writer has served as Director of Basic Skills Improvement Program/Chapter 1/and ESL/Bilingual Programs for this district.

CHAPTER II

STUDY OF THE PROBLEM

Problem Description

Traditionally, American education has been dominated by a monocultural approach which reflected the values of the larger society. This ideology is easily recognized as the "melting pot" theory which, in essence, excludes the values, customs and history of racial and ethnic minority groups in our society. The concept of the "melting pot" originated with the performance of a Broadway play, "Melting Pot," in 1909 by Israel Zangwill.

> America is God's crucible, the great Melting Pot where all races of Europe are melting and reforming! Here you stand, good folk, think I, when I see them at Ellis Island, here you stand in your fifty hatreds and rivalries, but you won't be long like that, brothers, for these are the first of Irishmen and Englishmen, Jews and Russians -- into the Crucible with you all! God is making the American.. the real American has not yet arrived. He is only in the Crucible, I tell you -- he will be the fusion of all races, the common superman (Zangwill, 1907).

It was the assumption of those professing the melting pot theory that immigrants of Anglo-Saxon background and other racial and ethnic groups would blend and become the new American role model. This mix was successful with the white immigrant groups

coming from Europe. However, this blending was not successful with the immigrants from non-western societies.

During the twentieth century, the melting pot ideology was challenged by vocal minority groups. This challenge filtered down into the monocultural educational programs being implemented in the schools. What began in the late 1960s with the political demands of racial minority groups was now being extended to other ethnic groups and various aspects of the education domain. Demands were now being made to accurately reflect in school curricula the heritage and experiences of minority groups (Smitherman, 1977).

An historical review of movements in education during the twentieth century reveals an effort to respond to racial and ethnic differences in society. These movements, although occurring, have not been without social and political struggle. These educational changes have taken the form of intergroup education, ethnic studies and the most recent emphasis being placed on multicultural education.

From the early "separate but equal" Supreme Court ruling in 1896 (Plessy vs. Ferguson) until the mid-1950s, black schools in the South have been unequal to white schools in terms of such key variables as teacher salaries, instructional materials and per pupil expenditures. After the Supreme Court ruling of 1954 (Brown v. Board of Education), the southern states began making a major effort to equalize education for blacks. During the sixties and seventies, many schools in economically depressed areas used funds authorized by the Elementary and Secondary Education Act of 1965

to make these economically inferior schools equal to those in advantaged areas. The federal government under this act granted over $23.2 billion to local school districts. While some argued this was a big step in equalizing education for blacks, some thought money alone would not cause equalization in education. The massive and controversial Coleman report, released in 1966, indicated that such input variables as teacher salaries, instructional materials and per pupil expenditures are not the most important correlates of academic achievement (Coleman, 1966). This report concluded that such variables as teachers' verbal ability, the children's sense of control of their environment, and the children's educational background play the most important role in academic achievement.

The gains made in equalizing such school input variables as teachers' salaries and school facilities during the 1960s and 1970s and the findings of the Coleman Report -- coupled with the continuing failure of many minority students to attain educational parity with middle-class white youths -- made the notion of measuring educational equality by inputs increasingly unpopular during the 1970s (Coleman, 1969). Instead, educators began to define educational equality in terms of results or effect of schooling. From this viewpoint, such groups as blacks, and other ethnic minorities are believed to have equal educational opportunities only when their scores on standardized tests and other indicators of educational achievement are equal to those of their white counterparts (Banks, 1983).

In the mid-1960s three distinct forces converged to set the scene for the inception of multiethnic education: new directions in civil rights movements, criticism expressed by textbook analysts, and the reassessment of the psychological premises on which compensatory education programs of the late 1950s and early 1960s had been founded.

The civil rights movement had begun to change its character and tone by the mid sixties. In the earlier years of the movement, leaders tried to change laws through passive non-violence primarily in the southern states. Later in the movement, however, areas of activity moved from the courtroom in the southern states to the northern ghettos. The strategic focus also shifted from passivity and perserverance to aggression, self-determination, cultural consciousness and political power. This shifting focus was captured in such slogans as "Black is beautiful" and "Black power." It was also at this time that college campuses became intimately involved in the civil rights activities. Within the ranks of both the college and the educational community, two particularly significant developments emerged. The first was the emergency concerning the learning potential of minority youths and the second being the analysis of instructional material. Textbook analysts provided additional support to minority demands for an accurate depiction of their heritages and experiences in the school curriculum.

The psychological premise on which compensatory education programs were originally based was the deprivation theory. This theory was based on the idea that poor academic achievement of

racial minority youths was caused by some lack in their background or by some dysfunction in their families. With the reassessment of this theory, educators began to argue that academic failure of minority youths was due more to the conflicting expectations of school and home and to the school's devaluation of minority group cultures than to any inherent failing in the cultures of racial minorities. This point was made eloquently in Blaming the Victim:

> "We are dealing, it would seem, not so much with culturally deprived children as with culturally depriving schools. And the task to be accomplished is not to revise, and amend, and repair deficient children but to alter and transform the atmosphere and operations of the schools to which we commit these children. Only by changing the nature of the educational experience can we change its product. To continue to define the difficulty as inherent in the raw materials -- the children -- is plainly to blame the victim and to acquiesce in the continuation of educational inequity in America (Ryan, 1971)."

In the effort to alter and transform the atmosphere of the school, the Ethnic Studies movement emerged (Banks, 1988). It was during this period that there was a shift in curriculum content to reflect the new demands by ethnic groups and to include their cultural heritage and contributions. The educational curriculum, which had not previously included racial or ethnic minorities, added studies of separate racial and other minority groups emphasizing the four F's -- Facts, Foods, Famous People and Festivals (Bayer, 1985; Cole, 1986).

Despite the limitations and short life, the Ethnic Studies movement did have a significant impact on education in that it served as a primary stage for developing awareness and appreciation for contributions of black Americans and other racial and ethnic groups who had been excluded from the traditional monocultural educational programs. It represented an attempt to provide students with a more realistic and relevant curriculum of American society (Bayer, 1985; Foerster, 1982).

In the 1970's, however, it became plain that many minority groups along with disenfranchised blacks were not realizing the full participation in mainstream American society that was promised. They demanded change and more control of all institutions, including schools which affected their lives and those of their children. The assimilation approach they saw as not only unattainable but also as undesirable. In its place black Americans and other minority groups advocated cultural pluralism. Educationally, this response was known as multicultural education. Its purpose was to sensitize all individuals to ethnic and racial differences. It was to help individuals to understand their own race and culture as well as to appreciate the cultural input of others unlike themselves. All groups should exist on a co-equal basis regardless of their numbers and regardless of their cultural backgrounds.

Multicultural education in the United States is not always clear as to its intent. Critics often argue that an educational movement like multicultural education often brings animosity and resentment among the varying cultural groups. It is often the

minority group which bears the most resentment. Some proponents, however, argue that this is a necessary transitional stage before full acceptance and equality among groups can be realized. Too often multicultural education programs result in emphasizing the exotic differences of minority groups which, in turn, tends to cause alienation among the groups. To prevent multicultural education from being trivialized and its purpose distorted, its advocates have tried to clarify its meaning and provide teachers with appropriate models for implementation (Verma & Bagley, 1984).

This clarification has not always been easy. Attempts to gain full acceptance have been hampered by confusion and debate over the meaning of cultural education, its philosophical basis and the degree to which it should attempt to bring equity to society. The basic document from which all of the definitions of multicultural education in the United States evolves is the "No One Model American" statement adopted in 1972 by the American Association of Colleges for Teacher Education (AACTE). It states that multicultural education:

> "...rejects the view that schools should seek to melt away cultural differences or the view that schools should tolerate cultural pluralism. Instead, multicultural education affirms that schools should be oriented toward the cultural enrichment of all children and youth through programs rooted to the preservation and extensions of cultural alternatives...Multicultural education recognizes cultural diversity as a fact of life in American society, and it affirms that this cultural diversity is a valuable re-

> source that should be preserved and extended...Multicultural education reaches beyond awareness and understanding of cultural differences. More important than the acceptance and support of these differences is the recognition of cultural differences and an effective education program that makes cultural equality real and meaningful (AACTE, 1973)."

There are many variations of the above definition which have since surfaced bringing with them differences in terminology and conflicting issues which being raised as multicultural education reaches the forefront. One issue is whether multicultural education should include gender, class and the handicapped. Since they were not a part of the original goals of multicultural education, there is a fear that such expansion diffuses the original purpose of multicultural education (Gay, 1977). Other issues which have caused conflict involved the belief that multicultural education is a divisive tool. According to critics, it reinforces and extends the already existing myths and stereotypes propogated on society's ethnic and racial groups (Ramsey, Vold & Williams, 1989).

Another issue confronting multicultural education lies in its expected outcomes. A projected outcome of multicultural education is to help students develop the ability to make reflective decisions so that they can resolve personal problems, and, through social actions, influence public policy and develop a sense of political efficacy (Banks, 1988). Herein lies the problem, will the results of multicultural education pose a threat to the

existent power group. Thus, if multicultural education is to be brought to fruition, it must have as its outcome constructive change in the areas of social, political and educational equity.

The issue of language also stimulated the emergence of multicultural education.

Historically, children entering school speaking another language have been placed for the last one hundred years in totally English classes. The rationale for this was that it would foster assimilation and acculturation. The advocates of the "melting pot" theory also felt that the greater the immersion, the better the achievement. Studies can still be found supporting the immersion theory of second language acquisition (Hornby, 1980).

Yet, in the United States, for the several million people who face the problem of acquiring control of English as their second language, this "immersion" method has consistently resulted in school failure. Lack of school achievement has been the beginning of a negative cycle for language minority students. The dropout rate is much greater among these students. They attempt to compete in an English employment market equipped with neither language fluency nor marketable skills. Many seem doomed to a life of menial labor, welfare or crime.

The enactment of the Bilingual Act of 1968 was to break this cycle. By 1980, nearly a billion dollars had been spent on remedial and compensatory programs for bilingual instruction services. The primary goal was to mainstream these students into the regular English curriculum classrooms as rapidly as possible. However, government and school provisions for bilingual education,

even in their most rudimentary forms, are highly controversial. First, there is the normal resistance that occurs with any educational change. Secondly, there are political, social and economic barriers to overcome to effectively implement change. Thirdly, this is an emotionally charged issue that makes it even more difficult to resolve in a rational and scholarly manner (Fontaine, Persky and Golubchick, 1978). Most importantly, the question of whether it is achieving its goal of mainstreaming the language minorities as rapidly as possible is not clear.

Perhaps the least controversial aspect of the Bilingual Education Act is the English As A Second Language component. Since the goal of ESL is English language acquisition, it is the only component that most "melting pot" advocates deem necessary to offer to Limited English Proficient (LEP) students. Presently all states require that where twenty or more Limited English Proficient (LEP) students are identified speaking the same language, the school district must place them in an appropriate Bilingual and English As A Second Language Program. It may be noted that the difference between Bilingual and English As A Second Language Programs is that the former has all instructional materials presented in the native language. While in the later case, both materials and instruction are presented in English. Where there are, however, insufficient numbers of Limited English Proficient (LEP) students; less than ten speaking the same language, districts need only provide the ESL component to be in compliance with the law.

The Bilingual Education Act of 1968, along with the landmark decisions, such as Lau v. Nichols, did not mandate bilingual education as being the "appropriate relief" for providing an effective educational program for Limited English Proficient (LEP) children. However, HEW has since issued a blueprint for compliance with the long series of rulings and court decisions. These "Lau Remedies" require school districts to identify the primary language of Limited English Proficient (LEP) students, describe diagnostic measures, implement the appropriate program and show no discrimination in required and elective courses. The personnel providing these services must be linguistcally and culturally familiar with the student's background.

The districts cannot segregate or isolate Limited English Proficient (LEP) students and their parents must be notified of their children's participation in these programs. Finally, the product and process must be evaluated (Leggio, 1980).

ESL programs are vital in the educational process of Limited English Proficient (LEP) students receiving bilingual instruction, and they are crucial in the education of Limited English Proficient (LEP) students receiving bilingual instruction. In districts having less than twenty Limited English Proficient (LEP) students speaking the same language, English As A Second Language (ESL) is the only language support system that must be provided to be in compliance with the "Lau Remedies." Today even those most adamant against bilingual education concede ESL should be available for Limited English Proficient (LEP) students. Yet, until the resolution of Lau v. Nichols, school districts were not

providing this secondary language support program; and the lower courts agreed with the school district that this was not their responsibility. The Circuit Court observed that the educational deficiencies of Limited English Proficient (LEP) students were self-inflicted by the failure of Limited English Proficient (LEP) students to learn English before attending school. The Supreme Court disagreed when Justice Douglas declared that basic English skills are at the very core of what public schools teach. Imposition of a requirement that before a child can effectively participate in the educational program, he must already have acquired these basic skills is to make mockery of public education (Geffert et al, 1975).

It was against this historical background that the writer's district pursued the challenge of educating incoming racial and ethnic minorities in hopes of providing full access to and participation in the educational, social and economic life of the community, without surrendering their language and cultural distinctiveness.

Problem Documentation

The existence of this problem was documented in the writer's district by a county survey noting the cultural diversity of the population. It showed that from the decade of 1980 to 1990, the Asian, Black, and Hispanic population grew much faster than the white population.

Table 1

Comparative Population Growth Of Ethnic Groups

	1980	1990	Increase
Whites	48,807	50,511	3%
Blacks	1,086	1,894	74%
Asians	1,159	3,466	103%
Hispanics	1,630	2,829	73%

*The News Tribune, March 17, 1991

While racial tension is presently not a major issue in the writer's district: minorities, while growing, encompass only five percent of the total school district's population; however, they comprise twenty-three percent of the total population of the writer's middle school (Appendix A). Since July 1990, 105 new students have been registered at the writer's middle school. The vast majority of these are from inner city racial and ethnic minority families who have relocated to the writer's district in search of better housing and opportunities for their children. Most of the newly enrolled students, due to limited family income, reside in the few large apartment complexes in the district. These complexes provide affordable living quarters in comparison to city rents and also have convenient access to mass transit for those working in the city. The geographic makeup of the district requires that all students from the large apartment complexes be serviced by the writer's school, thus resulting in the higher concentration of minority students.

In addition, the writer's middle school is designated as a magnet center for Limited English Proficient (LEP) students in the district. There are thirty-three students enrolled at the writer's school representing twelve languages with the largest portion of this population speaking Spanish followed by Gujarati.

In observations by administrators in the writer's school, it was indicated that the staff was experiencing difficulty teaching Limited English Proficient (LEP) students. Of the fifty teachers having mainstreamed Limited English Proficient (LEP) students in their class, fifty indicated in post-observation interviews with their building principal that they are inadequately prepared to teach these students. Furthermore, these fifty teachers were asked to complete a survey prepared by the writer indicating areas of concern in teaching Limited English Proficient (LEP) students (see Appendix B). The following are the tabulated results of the survey:

Table 2

Teachers' Areas of Concern

	YES	NO
1. Program Description: State and Federal Regulations	35	15
2. Magnet School Concept	35	15
3. Registering of New Students	13	37
4. Identification Criteria of Students for ESL/Bilingual Programs	39	11
5. Exit Criteria from ESL/Bilingual Programs	38	12

6.	Distinction between ESL and Bilingual Programs	30	20
7.	Technique for Instructing ESL Students in Content Areas	47	3
8.	Appropriate Materials for ESL Students in Content Areas	44	6
9.	Method of Evaluating/Grading ESL Students	44	6

In addition to these nine items, there was a section soliciting a written response. Four responses were indicated in this area: parent communication, specific assistance for port of entry students, maximizing continuity of skills and smooth organization through appropriate individual scheduling and placement, and compliments on the idea of providing inservice for staff.

The ESL/Bilingual staff members at the writer's school documented thirty-five requests by mainstream teachers for assistance in dealing with their Limited English Proficient (LEP) population in the area of language acquisition. Techniques generally found successful with English speaking students were not as successful with the Limited English Proficient (LEP) students. As a follow-up to the thirty-five requests by mainstream teachers for assistance in dealing with the Limited English Proficient (LEP) population, formal interviews were conducted with these thirty-five teachers (see Appendix C). Results of interviews are as follows:

Table 3

Interview Questions - Results

Questions	Responses
1. What is your present Limited English Proficient (LEP) population?	3-7 students
2. What was your LEP population before the magnet school concept was implemented?	0-2 student(s)
3. Is there any recognizable attendance difference between the Limited English Proficient (LEP) population and the other students in your class?	No
4. What is the dominant language spoken at home of these students?	Spanish, Gujarti, Polish
5. How would you categorize the attitude of the Limited English Proficient (LEP) students -- positive/negative?	27 positive; 8 negative
6. Do you find the Limited Proficient (LEP) population having difficuluty with adjusting socially/academically?	31 yes; 4 no
7. Have you found more difficulty in providing instruction for the Limited English Proficient (LEP) student?	30 yes; 5 no
8. How have you attempted to address the problem of grading?	1. Based on effort and attitude 2. Use pass/fail system 3. Write narrative to parent to accompany assignments and report card. 4. Grade them as any other student.
9. What adjustment have you needed to implement in your class with regard to this population?	1. No special attention given; just one of many students in the class -- do not have time for individualization. 2. Provide a buddy system for the child -- assigning another student in class to assist the Limited English Proficient (LEP) student. 3. Provide some individualization when time allows.
10. How many Limited English Proficient students have you had placed in your class since September 1990 to the present? Of these, how many have been exited from the ESL Program?	0-4 placed; 0 exited

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Continued documentation of this problem was evidenced in reviewing the participation of minority middle school students qualifying for the Federal Lunch Program. The following increase has been noted:

Table 4

Federal Lunch Program Participants

Year	Total Enrollment	Non-Minority	Minority	Minority %
1988-89	114	85	28	25%
1989-90	120	77	43	36%
1990-91	140	68	72	51%

In addition to the increase of minority participation in the Federal Lunch Program, other school programs have been affected by the ever growing minority population entering the writer's school. They include increased referrals to the Child Study Team, increased disciplinary referrals to the writer's office -- resulting in an increase in detentions and suspensions, increased interim reports to parents, and an increase in staff requests for assistance with this population.

Table 5

Effects of Minority Population on School Programs

	1988-89	1990-91
Referrals to Child Study Team	13	27
Disciplinary Referrals	635	1,080
Interim Reports	1,450	2,342
Staff Requests	20	85

Anecdotal records from the Child Study Team over the last three years showed a marked increase in the number of minority students being referred and pre-referral intervention requests by staff members. This school year, contrary to past practices, it had become necessary to assign a Child Study Team to the writer's school on a full time basis. Due to the severity of discipline problems, it had become necessary to assign four students to out-of-district schools and place three students on alternate schedules (shortened days with a tutor). According to the writer's monthly log, the number of disciplinary referrals involving minority students and their severity had also increased.

Interim Progress Reports are mailed home during the middle of each marking period indicating student's lack of achievements. Records indicated that approximately 15 percent of middle class white students received reports and 40 percent of minority students.

Staff meetings and post-observation interviews were the vehicles by which staff members voiced their concerns and

initiated requests for assistance in dealing with those students who do not share the white middle class cultural experiences.

A review of the teacher survey, formal interviews, school programs and staff requests revealed that middle school teachers were having increased difficulty relating to students who have a non-white middle class background. This ethnic diversity was creating negative experiences for both the minority school population and its teachers.

Causative Analysis

It is the writer's belief that there were four factors contributing to the stated problem. The first factor being the large increase of racial and ethnic inner-city minority students entering a predominantly white middle class school district.

Another factor related to the cause of the problem was the limited experience and background of the teachers dealing with this heterogeneous population, some of which have limited language proficiency and whose needs must be addressed within the directives of State and Federal mandate. Until recently, this school had a homogeneous grouping; therefore, teachers had no reason for developing alternate procedures to accommodate the specific needs of these students.

The unfamiliarity of both minority students and their parents with the environment and expectation level of the school was another contributing factor. Behavior which was acceptable in their former school is no longer acceptable in the writer's school. Anecdotal records from parent/student conferences included comments such as:

"He didn't get in trouble for that in the other school."

"Why do I have to come in when he doesn't behave?"

"Don't you have guards in the halls?"

"This school is too calm; there isn't enough fights in the hall."

The most significant cause of the problem was that the teachers in the school represented a seasoned staff, each having twenty or more years' experience in this setting. They were not familiar with the recent research on minority students and had not been trained in secondary language acquisition techniques. It became obvious that teaching styles and techniques needed to be adjusted to meet the special needs of this diverse population.

Relationship of the Problem to the Literature

From the writer's review of the literature, many articles, studies and reports have shown that minority students are failing to acquire basic competencies. The problem is not limited to the inability of the at-risk student to achieve academic success, but also with the inability of the teachers to communicate and transmit their special areas of expertise to these students.

From the Office of Educational Research and Improvement (Winter 1990), it has been documented that minorities have made some progress since 1970 in narrowing the gaps between their performance and that of their white counterparts; however, the gap is still unacceptably large.

The Office of Research, Evaluation and Assessment (1988) reported that language minority students of all national backgrounds are generally failing to pass standardized tests in

Mathematics. Their findings indicate that the problem is not limited to students' innumeracy, but that the teachers assigned to the class are less able to communicate and transmit the necessary skills and knowledge to help students become mathematically proficient.

Mainstream education assumes that the native languages and cultures of minority students constitute a deficiency rather than a strength. Combined with other faulty assumptions, this attitude diminishes the educational experience of millions of young people (Freeman & Freeman, 1989). As today's schools struggle with the issues of language problems of minorities, educators need to reevaluate their attitudes in handling the English language (Wherle, 1991). The treatment of Asians and Hispanics who speak little or no English is especially alarming. Some school districts still label these students as educable mentally retarded without testing them in their native tongue, a practice long discredited (Stover, 1990).

It has been noted by Pine & Hillard (1990) that underachieving minority students are likely to be assigned to less-experienced teachers who have mastered fewer pedagogical strategies. This causes a vicious cycle of the students needing the most help often getting the least qualified teachers which, in turn, causes them to underperform. Problems also arise in the classroom, where minority students soon learn that teachers generally expect less of them than of white students. Antoine Garibaldi of Xavier University in New Orleans tested that

perception by asking teachers what they saw in store for their students. Asked whether they believed their black male students would go on to college, 60 percent said no. And these discouraging expectations were not reserved for white teachers alone: 65 percent of the teachers surveyed were black (Stover, 1990).

Generally, minorities tend to have lower levels of self-esteem than whites on public (intelligence) traits, but higher levels for private (satisfaction with self) traits. Black, Native American and Asian women have higher levels for public traits than their male counterparts (Martinez & Dukes, 1987).

The lack of synchronization between students' and teachers' cultural values, styles, language, and cognition can often bring about misunderstanding. This misunderstanding can create negative teacher expectations and may play a role in the declining number of cultural minority students aspiring to higher status and higher paying jobs (Irvine, 1990).

Manning & Allen (1987) have found that middle school educators, working daily with early adolescents, face even greater challenges because this ten-to-fourteen year old developmental period is crucial for self-concept development and identity formation. Early adolescents' perceptions of cultural differences and their opinion of others' perceptions play a significant role in their degree of self-worth and self-image. A student culturally different from the teacher of the cultural majority and coming from a lower socioeconomic level may, indeed, begin to consider "differences" as inferior or wrong. Educators recognize

the disastrous consequences such feelings can have on early adolescents' sense of personal worth (Manning, 1989).

Lomotey (1990) summarizes a threefold message: First, the underachievement of African-American students is persistent, pervasive and disproportionate; the severity of the problem has been well documented. Second, the reasons that this situation persist are varied: there is no simple explanation. Third, there are clear examples of environment that have, over long periods of time, been successful in educating large numbers of African-American students. These models can be replicated; the situation is not helpless.

That there is a basic conflict between the assumptions of the U.S. school system and the assumptions of many Hispanic parents toward students' learning. The schools assume that parents will teach their children basic skills before they start school, and will later reinforce learning after school begins for their children. These assumptions clash with a general Hispanic belief that parents should surrender the responsibility of their children's education to the seemingly unquestionable knowledge of the authorities. As a result, many low-income Hispanic students begin school lacking the basic knowledge of their peers; as they continue in school many fall one or more years below their expected grade level (Nicolau & Ramos, 1990).

Chankin (1989) reported that, although minority parents want to be involved, appropriate structures and strategies do not exist for involving them. All too often, communication between parents and teachers does not occur because of lack of resources and time.

Test bias may be defined as a phenonomenon in which test scores result in negative outcomes for certain groups, often lower socioeconomic groups and minorities (Roberts & DeBlassie, 1983). The data analyzed by Menacher (1990) supports the hypothesis of test bias. It was found that student income level, irrespective of race/ethnic background, is the critical variable in determining student success in school. National test scores show conclusively that low level income students perform poorer than students from higher economic backgrounds.

Other literature gives evidence of the failure of school systems meeting the needs of low income and minority students.

Oakes (1985) stated that minority youngsters are given mind-numbing worksheets that stress isolated skills, but they are not given opportunities to apply these skills to authentic problems. At-risk minority students are more likely to be presented with lessons that are shaped by a behavioral or a training perspective and that focus on low-level skills, fragmented knowledge and easily tested facts.

It has been found that students in compensatory and remedial programs spend large amounts of time engaged in seatwork activities, particularly those students at the upper level. Unfortunately, the data suggests that teachers teach to the students' present levels of academic functioning, rather than to the levels they will need to achieve to be successful in the future (Anderson & Pellicer, 1990). While recognizing that there may be gaps in disadvantaged students' experiences, educators must build on these experience bases and, at the same time, challenge

the children to expand their repertoire of experiences and skills (Knapp, Turnbull & Shields, 1990).

Peterson (1989) suggests that when teachers hold higher expectations for remedial students, the students actually do reach higher levels of achievement. For example, if a teacher continually reviews previously taught material rather than presenting new materials, students will not move on to higher order thinking skills. Similarly, Anderson (1989) concluded that giving middle or junior high school students more challenging assignments that result in a greater number of errors is more beneficial over the long term than giving them easier assignments on which they make fewer errors. Emphasizing skills that require more complex concepts often lead students to thinking skills which would not have been reached if simpler assignments are constantly reviewed and reinforced. Teachers often review and reinforce material with cultural minority students in the hope that it gives them a feeling of success and, therefore, maintains their interest in school. This is a fallacy because when this is done the natural intellectual curiosity of many of these students is subjugated and ultimately destroyed.

Schuman (1991) states that teachers throughout the United States are keenly aware that the racial mix in their schools and communities is quickly changing as our nation becomes more multicultural and multiracial. Among the problems that teachers in such situations encounter among their students are:

1. functional illiteracy
2. an overwhelming lack of self-esteem

3. a lack of self-knowledge and of knowledge about the history of their own people.

Four major causes are cited for the failure of classroom teachers to meet the learning needs of minority students having limited English proficiency. First, the failure to note similarities and differences between first language acquisition and second language acquisition. Second, social and affective factors and differences in cognitive learning styles play a decisive role in second language acquisition. Third, the appropriate kind of input is required for second language acquisition to take place. Fourth, second language communicative competence in social situations does not guarantee success in academic language tasks (Chamot, 1981).

The literature reveals several causes for the problem.

Knapp, Turnbull & Shields (1990) have found that disadvantaged students entering a suburban school district have cognitive predispositions and behavior patterns which make it difficult to adjust to the new environment.

There is a need for more educational programs relating to the multicultural nature of the population. Educational programs that help students understand the cultural diversity of the world as well as their own country need to be designed, with the objective being to help students develop an international point of view rather than a narrow single culture perspective (Williams, 1991).

There is little evidence to support the basic assumptions of tracking. Research findings demonstrate that the net effects of tracking are to exaggerate initial differences among students, to

harm poor and minority students disproportionately, to deny students equal access to knowledge and understanding and to widen the educational gap between the haves and have-nots (Oakes, 1986). Civil rights activists also denounce the practice of tracking. They argue that inflexible tracking programs permanently condemn a disproportionate number of minority students to an inferior education. They view the overrepresentation of black, Hispanic and Native American students in low-ability tracts as a distinct sign of inequitable education. Their greatest concern is the impact such stereotyping has on the academic achievement and future opportunities of minority students (Gursky, 1990).

Manning (1989) reports that the inadequate preparation for dealing with diverse cultural groups and the seemingly ever-increasing pressures being placed on teachers have resulted in an educational illusion. Teachers have come to see the classroom as a homogeneous group -- assuming a sameness or similarity in all children's social, economic and ethnic backgrounds (DeCosta, 1984).

CHAPTER III

ANTICIPATED OUTCOMES AND EVALUATION INSTRUMENTS

Goals and Expectations

The following goals and expectations were projected for this practicum: minority students, approximately 230, and their parents will have positive school experiences when interacting with classroom teachers as well as when they are engaged in other school activities. Classroom teachers will become aware of the variety of cultural activities presented by these students and their diversity in communicating. They will become sensitive to the customs and values prevalent among these students. A close working relationship will be formed between the teachers and the parents of this minority population; a non-condescending partnership role will be assumed. Teachers will acquire the knowledge and techniques to successfully integrate the minority students into their classes in such a way as to maximize the cultural diversity within the population. Lastly, minority students will gain the knowledge and techniques to be successfully integrated into the school community.

Performance Objectives

At the end of the eight month implementation period, the writer expected to achieve the following performance objectives:

Objective 1: To increase the involvement of minority students in school activities by 25 percent.

Objective 2: To increase communication between classroom teachers and parents of minority students by 25 percent.

Objective 3: To increase by 20 percent the number of positive experiences of minority students in the middle school.

Objective 4: To provide classroom teachers with information and research concerning cultural diversities and the customs and values prevalent among the minority population.

Measurement of Objectives

In order to determine if minority students had increased their participation in school activities by 25 percent, attendance charts (see Appendix D) were to be kept by activity advisors. For the purpose of this practicum, involvement in the activity was to be defined as not merely enrollment, but rather as being actively engaged in the activity.

The second objective, to increase communication between classroom teachers and the parents of minority students by 25 percent was to be measured by records kept by teachers as well as records submitted to the Guidance Department (see Appendix E). These communications would take the form of written progress reports, telephone conversations, and face to face conferences.

The third objective, to increase by 20 percent the number of positive experiences of minority students in the middle school, was to be measured by journal entries (see Appendix F) kept by these students. For this practicum students were to be provided time during Language Arts classes to keep a journal describing reactions to school and related activities. For implementation purposes, guidelines and a checklist for recording were to be provided (see Appendix G).

The last objective, which was to provide classroom teachers with information and research concerning cultural diversities and the customs and values prevalent among the minority population, was to be measured by checklists provided to teachers (see Appendix H, I). The results of these checklists were to determine the areas of utilization for these materials. In addition, visual observations were to be made by the writer of the use of the material provided.

CHAPTER IV

SOLUTION STRATEGY

Discussion and Evaluation of Possible Solutions

The problem was to increase the positive experiences of middle school minority students entering a suburban community. The complexity involved in teaching incoming racial and ethnic minority students made it difficult to condense a single set of program recommendations from the available current literature on cultural diversity and learning. The problems in culturally heterogeneous student groups, the great variation found between and within cultures, and the interdisciplinary nature of the research make it difficult, if not impossible, for school professionals to not only design but evaluate the effectiveness of classroom applications of the research.

Four factors contributed to the stated problem. The first factor being the large increase of racial and ethnic inner-city minority students entering the predominantly white middle class school district. A second factor was the limited experience and background of the teachers in dealing with a heterogeneous population, some of which had limited language proficiency and whose needs must be addressed within the directives of State and Federal mandates. Third was the unfamiliarity of both minority students and their parents with the environment and expectation level of the school. Fourth was that the teachers in the school represented a seasoned staff and they were not familiar with the recent research on minority students and had not been trained in secondary language acquisition techniques. It was obvious that

teaching styles and techniques needed to be adjusted to meet the special needs of this diverse poulation.

Educators and researchers alike are currently addressing the needs of the minority population by working on the development of programs which will include new teaching methods, support systems, home-school partnerships with parents and inservice workshops for staff.

The recent influx of diverse cultural populations into American school systems challenges educators to provide not only a curriculum but an environment that respects and responds to children's cultural differences. The challenge is of particular relevance for middle school educators because of teachers' influence on the self concepts and developing identities of culturally diverse early adolescents. Early adolescents' perceptions of cultural differences affect their degree of self worth and image. Their needs for belonging and acceptance reach increased levels during the transition from childhood to adolescence. Thus, an educational environment which provides appropriate multicultural experiences and which ensures that early adolescents develop feelings of security acceptance is needed.

Richardson (1981) suggests encouragement of positive attitudes toward ethnic groups is needed to foster acceptance of differences in people and ideas. Sensitivity to culture and cultural differences has become a necessity for educators and others who wish to create schools that will function well for all students now and in the years ahead.

Williams (1991) states that there is a need for more educational programs relating to the multicultural nature of the population.

Cordova & Love (1987) have found that educators must not only learn about other cultures, but also must develop the attitudes and skills to function in multicultural situations. These attitudes and skills include an awareness, understanding and acceptance of cultural differences. Empathy with members of other cultures and modification of one's own cultural values in order to accommodate for cultural differences must be developed.

Tharp (1989) in his research suggests that classroom instruction that takes cultural differences into account is more likely to be effective than instruction that assumes a homogeneity of student backgrounds and cultural styles.

Shade (1982) states that culture can shape the way children process and organize information, communicate verbally and nonverbally, and perceive their physical and social environments. Each of these factors in turn shapes a child's school experience and learning patterns. Culture does not determine a child's ability or intelligence.

Anderson & Pellicer (1990) state that giving middle school students more challenging assignments that result in a greater number of errors is more beneficial over the long term than giving them easier assignments on which they make fewer errors.

Walker (1986) recommended that caution be used by educators in labelling students negatively and tracking them into low

appreciation situations since such stereotyping can permanently undermine their ability to achieve.

Knapp, Turnbull & Shields (1990) do not support abandoning the central role of the teacher but instead suggests balancing it with different approaches. A balance of teacher-directed and learner-directed instruction has much to offer disadvantaged students. The right balance between teacher direction and student responsibility will provide for self-regulated learning increases.

Steele (1985) suggests that perceptive principals and teachers can use to their advantage the effects of peer pressure on ten to fourteen year old children. Schools should provide these middle-grade students with clear expectations, predictable consequences for undesirable behavior and frequent rewards for positive behavior.

Asbridge (1984) suggests that of the three models describing the interpersonal process of adolescent identity formation, the one most desirable is called the primary route. In the primary route, individuals associate with a peer group. This causes an internalization of the group's values, beliefs and behaviors. The bond and identity is then formed.

Clark (1986) states black and white children make more cross-race friendship choices in classrooms where they are in the minority; more same-race choices are made in racially balanced classrooms. Cross-race acceptance is more positive now than in the past, and black and white students with similar backgrounds are more likely to get along than those who differ. Cross-race

friendships in school settings can be increased through the implementation of cooperative-learning teams.

Holder and Lester (1982) have found positive results in assisting students in reading, mathematics and science when peer tutors are utilized. Peer tutors are given responsibility in assisting other students only after they are given training in setting goals, devising lessons and preparing individualized checklists. The positive ramifications of the tutoring process are shared social experiences, decreased disruptive behavior, improved work habits and an increased level of self-esteem.

Sava (1991) states that better teachers aren't enough to improve the education system in the U.S. Kids need better childhoods. Problems: a survey of eighth graders showed that less than half of students even discuss school with their parents. The percent of children living with single parents and married mothers who work has doubled since 1965. Reality: without parent reform there will be no school reform.

Hoerr (1989) suggests for schools to use surveys on a regular basis to obtain valuable information about what parents perceive as their strengths and weaknesses. They can then use these data to open lines of communication so that school and home understand each other better. In doing so, both can work together toward their common goal: providing the best learning environment for students.

Throughout the literature review there is a common theme found: minority children's diverse ways of learning are assets, not liabilities, when incorporated in a well-defined and

implemented educational process. Educators and researchers are now learning to value the many resources, skills and strengths the minority student brings to the classroom. Their continued study of different ways of learning and the effective use of varied instructional methods are becoming a part of the comprehensive plan to improve learning for minority children.

The research on cooperative learning strategies has demonstrated to be an effective means of increasing positive race relations and achievement in desegregated schools. It has further suggested that, if incorporated as a major part of the school experience of students, not only will all students gain, but the gap between minority and nonminority students in measured achievement may be reduced.

The research, regarding the involvement of minority parents in their child's education, points to the need for educators to establish a partnership with parents that would allow them to collaborate on their children's education. Policies, home-school partnerships, and educator-training are all key components for increased minority parent participation.

Middle School educators, in particular, wanting to provide a school program and environment which reflects the cultural diversity of early adolescents must have available excellent resources and materials to explore. During the period of self-concept development and identity formation, early adolescents especially need positive educational experiences which demonstrate respect for both individuals and their culture.

There are various related program models dealing with the characteristics and dynamics associated with the minority groups. While there is general agreement that instruction can be made more culturally sensitive, there is heated debate about the best way for teachers to take individual and group differences into account.

One way to do this is to create a culturally congruent classroom environment. This approach has been developed and researched through the Kamekameka Early Education Project (KEEP), targeting low-achieving Native Hawaiian students (Hu-Pei, 1980). The goal of KEEP is to produce a school program compatible with the culture of Hawaiian children in ways that will make the program educationally effective. Traditional Hawaiian homes are highly peer-oriented. Children learn chores and traditions in groups of family members or friends and there is seldom one-to-one adult/child interaction. The KEEP school, in response, modified its teaching methods, classroom organization and motivation strategies to reflect a culturally congruent peer focus. Cooperative and teacher-independent work groups became the classroom norm. This principle of program development emphasized the modified use of skills that teachers already possessed. Techniques of coordinating small-group work and encouraging on-task behavior were targeted in staff development. This approach made instructional modification manageable by employing small changes and providing continual feedback and support to teachers.

The KEEP project reported dramatic achievement gains after four years of implementation. Their results and the culturally congruent means used to achieve them have gained national attention. KEEP is widely acclaimed as the most successful and well-documented cultural intervention to date.

Concerns that have been raised by critics and KEEP researchers about the program and its results include the fact that it is not clear exactly what factor or combination of factors produced achievement gains, and the difficulty to replicate KEEP results in other school settings. Although this process-oriented approach could be used with various school settings, KEEP researchers have only applied it in settings that are dominated by a single cultural group. In contrast, many schools today have multicultural classrooms and communities.

Despite these limitations and concerns, KEEP has provided valuable evidence that instructional modification can be an effective approach to the education of minority-group students.

Another model effectively employed by educators is the cooperative learning structure. In this structure teams of students are formed into heterogeneous learning groups. After presenting the content, rather than challenging students as individuals to learn, retain, or use the information given, the teacher gives the learning team a charge. The challenge is to learn the material and to help teammates and other classmates learn it. The verbal and nonverbal messages should be that the teacher values students' helping one another.

When cooperative teams are used only for peer practice purposes, there are social benefits beyond the heightened achievement. On the other hand, when the cooperative team participates in projects requiring students to set their own agenda, manage their own time, make choices about topics, division of labor, and a variety of other matters, tremendous positive results occur (Conrad, 1988).

There are three primary cooperative learning methods: Student Teams-Achievement Divisions or STAD (Slavin, 1978), Teams-Games-Tournament or TGT (DeVries & Slavin, 1978) and Jigsaw (Aronson et. al., 1978).

STAD is made up of five interlocking components: class presentations, teams, quizzes, individual improvement scores, and team recognition.

Class presentations -- Academic material is initially introduced by means of a teacher lecture, audio-visual presentation, reading or other activity.

Teams -- Teams are composed of four or five students representing all levels of academic achievement in the class, all racial or ethnic groups, and both sexes. The major function of the team is to prepare its members to do well on individual quizzes that will follow the team practice session. Students are simply asked to work together and to be responsible for one another's learning and the cooperative studying is structured in such a way as to make it possible for students of all levels of ability to help any of their teammates master the material. This procedure emphasizes the equality of the teammates.

Quizzes -- After approximately one class period of teacher presentation and one period of team practice, the students take individual quizzes on the material they have been studying. They are not permitted to help one another on the quizzes. Each student has an individual responsibility to know the material.

Individual improvement scores -- The quiz scores are translated into team scores by means of a system that rewards students for doing better than they have done in the past.

Team recognition -- Team scores are recognized in a class newsletter or bulletin board.

TGT -- is essentially the same as STAD in basic rationale and methodology. However, it replaces the quizzes and improvement score system used in STAD with a system of academic game tournaments, in which students from each team compete with students from other teams of the same level of past performance to try to contribute to their team score. Just as with STAD, every student is given an equal opportunity to contribute to the team score.

Jigsaw -- Students are assigned to heterogeneous teams as in STAD and TGT, except that each team has six members. Each team member receives a special topic on which he or she is to become the team's expert. This is followed by the students reading and discussing their topics in expert groups which are made up of students from different teams who have the same topic. The experts then return to their teams to teach their teammates what they have learned. Students in jigsaw are thus interdependent for information, which in turn structures cooperative interaction

among them, but, in contrast to STAD and TGT, there is no group feedback or reward.

The results of cooperative learning methods are not entirely consistent, but appear to be an effective means of increasing positive race relations and achievements in desegregated schools.

For achievement, the research on cooperative learning has demonstrated that all students can benefit from working cooperatively in small groups. Not only will all students gain, but the gap between minority and nonminority students in measured achievement may be reduced.

Thus, while achievement effects of cooperative learning strategies are strongest for minority students in desegregated schools, there is a need for further research to be done with regard to their effectiveness for students at all levels in segregated schools. The research to date, justifies optimism that cooperative learning may be a significant step toward finally achieving the potential of integrated education.

Self-esteem is important for all students but particularly important to cultural minorities who may feel that they do not belong in a school setting in which their cultures are at variance with the majority. Self-esteem not only affects the psychological well-being of the student, but also contributes greatly to the achievement in school. Using a ten-step model, teachers can help strengthen their students' self-esteem and increase greatly their chances for success in life.

A ten-step model (Canfield, 1990) is designed with the purpose of assisting students to become winners in life.

1. Assume an attitude 100 percent responsibility -- Students are urged not to blame external events and other people but rather to take responsibility for their own responses.
2. Focus on the positive -- In order to feel successful, students have to have experienced success. Success should be defined as any positive experience that increases your happiness whether or not it is recognized by others.
3. Learn to monitor yourself talk -- Each of us think about 50,000 thoughts per day. Students must be encouraged to think positive thoughts and eliminate the negative which often occupy one's mind.
4. Use support groups in classrooms -- Each student should have in the course of a day one or more times where he or she is the center of positive attention.
5. Identify your strengths and resources -- Within support groups students should write down and share with other members of their group their positive qualities and strengths. These strengths should be positive but also realistic.
6. Clarify the vision -- Without clear vision there is no motivation. Students should be encouraged to set short and long term goals to reach what they consider "their perfect life." This may include an ideal job, an ideal home or an ideal marriage partner.
7. Set measurable goals and objectives -- Specific and

measurable goals and timelines should be set by each student. With teacher assistance realistic individual, family and community objectives should be clarified.

8. Use visualization -- At least five minutes each day should be devoted to visualizing ideal achievement and rewarding activities.
9. Take action -- Students should be made aware that only dreaming or thinking about a goal or objective is not enough. To be successful you must take action and do what is necessary.
10. Respond to feedback and persevere -- Students should be inspired from the lives of others who have initially met failure but have ultimately triumphed by overcoming obstacles which seemed insurmountable.

Increased self-esteem is shown to have positive effect on achievement by causing a decrease in absenteeism and increase in completed homework assignments, an increase in participation in extra-curricular activities and an increase in the number of students graduating.

Some factors overlooked in this ten-step model is the necessary preservice and inservice training for teachers in utilizing this model. While no doubt increasing self-esteem on the part of students has many positive and encouraging consequences, the utilization of the program must be carefully explained and demonstrated if teachers are to get maximum benefit from its implementation.

The need for minority parent involvement is well documented. Reviews of research clearly indicate a strong positive relationship between parent involvement and student achievement. In addition to the positive relationship between parent involvement and academics, there are benefits in increased student attendance, positive parent-child communication, improved student attitudes and behavior, and more parent-community support of the school.

A successful model, How To Get Parents On Your Side, is a video course containing fifteen half-hour video lessons which are viewed in groups called study teams which are made up of teachers and administrators. Each video is a self-contained lesson with discussion questions, easy to follow worksheets and brief objective quizzes. Topics during the fifteen week course include:

1. Develop a caring but firm attitude regarding your right to parental support.
2. Communicate confidently and professionally with parents.
3. Effectively respond to concerned parents.
4. Establish a homework policy and discipline policy.
5. Make Back to School Night a motivating, as well as an informative, experience for parents.
6. Establish positive communication with parents early in the school year.
7. Prepare to contact a parent regarding an academic or behavioral problem.
8. Conduct a successful problem-solving parent conference.
9. Develop and use a home/school contract.

10. Plan for and conduct a regularly scheduled parent conference.
11. Deal effectively with critical parents.
12. Deal with hostile parents who arrive unexpectedly at school.
13. Help parents who need assistance with discipline problems.
14. Help parents who need assistance with homework problems.

The above model is just a sampling of parent involvement efforts that are making significant progress in bringing minority parents into partnership with schools. Undoubtedly, these efforts need to be expanded and extended. In addition to such a course, educators need to share information about promising programs and successful practices, establish a national clearinghouse for information and seek funding for more pilot projects.

Teachers cannot get minority parents involved by themselves. They need to be assisted in the areas of policy and public resources. Nowadays, appropriate structures and strategies do not exist for involving parents. All too often, communication between parents and teachers does not occur because of lack of resources and time. Teachers have not been trained to work with parents and do not understand the crucial importance of establishing a partnership with parents (Chavkin, 1989).

In summary, it can be stated that there are many excellent individual models for increasing expectation levels for minority students, increasing self-esteem on the part of students and increasing parental involvement and teacher preparation in dealing

with cultural minorities. As successful as many of these models are, they are independent of one another while the dynamics of these four problem areas often are interrelated and impact upon one another. For example, self-esteem on the part of students is closely related to both the expectation level on the part of the teacher and the amount of parental involvement shown by the community. For a truly successful model, there must be an integrated approach to these dynamics which would, in turn, accentuate the positive effects of all four of the major processes at work which presently inhibit the growth and success of many cultural minorities entering suburban school districts.

Description and Justification for Solutions Selected

The writer believed that all the solutions offered in the literature could be implemented with the designated population and in the writer's work setting. The solutions could assist the writer in achieving her specific goals and objectives. These solutions would assist classroom teachers in relating to students who have a non-white middle class background and increase positive school experiences for minority students and their parents.

The writer was prepared to provide the following interventions to assist teachers, minority students and their parents:

1. Provide monthly staff in-service meetings dealing with current literature and research on adolescent minorities.
2. Provide parent/student orientation programs for new students.
3. Establish a homework hotline. This daily recording will provide parents or students with the homework for any subject at any grade level for each teaching team. A hotline will be necessary at each grade level due to the size of the school.
4. Elimination of tracking students in the areas of Social Studies and Science.
5. Establish a peer tutoring program. In conjunction with the Student Council, tutoring services will be provided two times per week after school.

From the research literature and staff feedback, the writer believed that there was a need to improve and increase the positive experiences of minority students and their parents when interacting with classroom teachers and when engaged in school activities. The writer took the following steps and implemented these programs during the proposed calendar year.

Monthly staff in-service meetings were held dealing with current literature and research on adolescent minorities. During the in-service meetings, strategies and methodologies in instruction of minority students, adaptation of multicultural approaches, information on individual students' learning styles and practical information concerning second language acquisition were disseminated and discussed.

Agenda:

1. Verbal Intervention with African-American Students
2. Easing Hispanics and Asians into Mainstream America: Nuturing Diversity for Today's Children
3. Second Language Acquisition: Overview/Roleplaying L2 Acquisition Techniques: Discourse Analysis, Natural Approach
4. Learning Styles: Personal, Cultural
5. Cooperative Learning and Prejudice Reduction
6. Multiculturalism: Some Principles and Issues
7. Conceptualizing Multicultural Education: From Theoretical Approaches to Classroom Practice
8. School Practices that Improve Race Relations

Parent/student orientation programs were designed and scheduled for all entering sixth graders in the district as well as transfer students in all three grade levels. A letter was prepared by the writer announcing the two orientation programs and their scheduled times and dates. This letter was be mailed to parents of entering sixth graders in the district and given to the parents of transfer students upon registration of their child. A

hand-out designed by the writer was also provided at these orientations to introduce parents and students to the school faculty and its programs. Orientation programs were scheduled for August. For those parents unable to attend, a follow-up letter was prepared by the writer announcing the availability of a loan video to familiarize them with the school and its programs.

The establishment of a homework hotline will require the technical assistance of the telephone company. Written requests for establishing three separate telephone lines, one for each grade level, in three locations of the building was made to the maintenance people. This was followed by three scheduled meetings with team coordinators to devise a format for collecting homework assignments from team members and establishing a rotating schedule for team members to be responsible for recording of these daily assignments. The writer then devised a letter to be sent home to the parents announcing this new program. After one month, a meeting was scheduled with the team coordinators to assess this program.

It was determined that this daily recording which went into effect from 3:30 p.m. till 2:30 p.m. the next day, provided both parents and students with the homework assignments in all subject areas for each teaching team. It was the writer's belief that the Homework Hotline was serving a dual function. First, it gave the students easy access to their homework assignments if they had missed class or had some confusion about the assignment. Second, it provided another educational vehicle for parents to become involved in the academic life of their child.

The development of guidelines for instituting a peer tutoring program was reviewed with the Student Council Advisor the week of October 1, after elections for Student Council representatives have taken place. Meetings were scheduled with both the Student Council Advisor and a committee of Student Council Representatives during the month of October on a weekly basis to design and set up the program.

Implementation of the program began during the second marking period, which is after the first nine weeks of school. This allowed both teachers and students to assess their performance. The availability of this program was made known to students, who received interim reports in certain subjects, by the counselors. Announcements were also made of the new program and its availability during A.M. and P.M. homeroom and also during lunch periods. Parents of those students receiving an interim report were notified by mail of the availability of this service and a general announcement was made on Parent Night in September of the forthcoming program.

Generally, the Guidance Counselors are responsible for scheduling of students in teams, with levels being determined by team teachers who are responsible for scheduling during the last week in August and the first week in September. The writer met with all teaching teams before students were scheduled for classes. Notification was given to teams that both Social Studies and Science classes were to be heterogeneously grouped. A committee of Social Studies and Science teachers and Guidance Counselors, under the direction of the writer, assisted the

teaching team in this undertaking. This committee met at the end of the first two marking periods to evaluate student progress in these areas based upon teacher feedback and student grades.

The time line for the implementation of these programs began in August 1991 and continued through March 1992.

Report of Action Taken

The implementation strategy for this practicum began with the approval of a schoolwide program designed by the writer for prejudice reduction interventions for minority students. The program's design was holistic and systematic in both its context and format. It included the cooperation and participation of students, parents, teachers, and administrators alike. This program allowed for a multifacet approach which included new teaching methods, support systems, home-school partnerships and in-service workshops for staff.

Step one for the solution strategy of this practicum was the establishment of an agenda for the monthly staff in-service meetings. Topics included in the agenda were current literature and research on ethnic and racial minorities, strategies and methodologies in instruction of minority students, adaptation of multicultural approaches, information on individual students' learning styles, and second language acquisition. Additional information was provided by guest speakers from various civic organizations, representing individual minority groups. The in-service sessions were divided into two components. The first component was devoted to discussion of material provided. The

second component, a cooperative learning group project, allowed for small group sharing of successful instructional strategies and techniques being used in the development of positive experiences for minority students. A Checklist for Usage of Suggestions and Techniques (Appendix H) and a Research Materials Evaluation Checklist (Appendix I) were made available at the end of each marking period to evaluate the in-service workshops and provide staff feedback.

An unexpected outcome which developed from the monthly in-service meetings was the incorporation into the Social Studies curriculum of a Prejudice Reduction Unit at each grade level. This unit was an outgrowth of the small group cooperative learning components. The purpose of the Prejudice Reduction Unit was to acquaint students with techniques in combatting prejudice and bigotry. The goals and objectives of the Prejudice Reduction Unit were to emphasize multicultural education by recognizing the ability of each student to bring his/her unique cultural qualities to the classroom.

The Prejudice Reduction Unit was presented in three themes: analysis of prejudice and discrimination; concrete examples of individuals suffering from discrimination or violation of human rights; and the diversity of cultural values throughout the world. This was illustrated through selected folktales and proverbs from various cultures which enabled students to understand the commonalities of culture. In concluding lessons, students were asked to apply what they had learned in building an imaginary culture.

Step two for the solution strategy of this practicum was the designing and scheduling of orientation programs for all entering sixth graders as well as transfer students on all three grade levels. Orientations were scheduled the week prior to the opening of school on the evenings of August 27 and 28. This coincided with the district's designated week for open registration. Parents of incoming sixth graders were notified by mail of scheduled orientations during the third week in August, while new transfer students received the communique at the time of registration (see Appendix J). For the orientation programs, two hand-outs were designed. The first was an open letter to the parents stressing the importance of their role of actively participating in their child's education (see Appendix K). The second hand-out included an informational booklet introducing parents to the administrative staff, instructional program, student activities and scheduling. A floor plan of the school was also included (See Appendix L).

An unexpected outgrowth of the parent orientation was the request of some parents for additional information on how best to utilize their time with their child to improve academic achievement. A committee of interested teachers was formed to design a parent communique for each marking period.

For those parents unable to attend the orientation programs, a letter was designed announcing the availability of a video to familiarize them with the school and its programs. The video was also made available to all students registering during the school year (see Appendix M).

Step three for the solution strategy of this practicum was the establishment of a homework hotline. Initial preparations for the hotline required the technical assistance of the telephone company prior to the opening of school. Due to the size of the school, it was necessary to establish three separate telephone lines, in three locations of the building, one for each grade level. Following meetings with the team coordinators, a format was devised for collecting homework assignments from team members. Although, several formats were devised depending on team schedules, certain items were universal. They included: general announcements, subject areas, and class periods (see Appendix N). Instructions and useful tips for recording were devised by the staff members after initial tapings were reviewed (see Appendix O). Notification to parents of the initiation of the homework hotline took two forms. A Cable T.V. Request Form was completed announcing the hotline and numbers to call for each grade level. This allowed for cable coverage during the first three weeks. In addition, a parent letter was sent home with each student announcing the new program (see Appendix P).

Step four for the solution strategy of this practicum was for the scheduling of meetings with teaching teams for the purpose of notifying them that Social Studies and Science classes were to be heterogeneously grouped. Assistance in this project was given by the Guidance Counselors. In addition to the counselors providing teaching teams with their rosters, they included class lists of heterogeneous groupings to be used for scheduling Social Studies and Science classes. A committee comprised of Social Studies,

Science teachers and Guidance Counselors, under the direction of the writer, met with each teaching team the week prior to the opening of school, August 26 - 30, to further assist in this undertaking. In the effort to evaluate student progress, the committee continued to meet at the end of each marking period to discuss student grades and receive teacher feedback concerning this non-tracking program. It was determined that the establishment of non-tracking classes in the areas of Social Studies and Science no longer allowed for the separation of minority culture students from majority culture students during the entire day and curtailed the self-fulfilling prophecy held by most students in the lower groups who were convinced that they lacked potential for success and then most likely were not successful. It was during the end of the first marking period session that the suggestion was made that students having difficulty should receive additional tutorial assistance. This tutorial assistance would take the form of peer tutoring sessions. This unexpected suggestion reinforced the writer's step five of the solution strategy; namely, to institute a peer tutoring program.

Step five for the solution strategy of this practicum was the development and implementation of these peer tutoring sessions. Several members of the non-tracking committee wished to become involved in the organization of the peer tutoring program. It was their desire to develop expanded curricular opportunities for all students and provide training in cooperative learning and mastery learning for those students providing the tutoring.

The committee determined that the Student Council should become involved as well as those students participating in the Gifted and Talented Program. The committee, under the direction of the writer, initially met with the Student Council Advisor to outline the design of the program and the solution for participants for both the tutors as well as those receiving the instruction. All Student Council representatives and all students enrolled in the Gifted and Talented Program were informed of their opportunity to participate as tutors. Sessions were held with these volunteers on a weekly basis (October 2, 9, 16, 30) to provide training and effective tutoring techniques.

Parents of students receiving two or more interim reports during the first marking period received notification of the availability of enrolling their child in the peer tutoring program after school (see Appendix Q). This program was available twice a week.

The following tutoring guidelines were established to assist tutors:

General

1. Clearly communicate with the person being tutored.
2. Be a good listener.
3. Do not get excited or raise your voice.
4. Be organized when presenting material.
5. Consult with Student Council Advisor if difficulties develop.

Mathematics

1. Observe student's approach to writing figures.

2. Note skills that show a deficiency (addition, subtraction, multiplication, division).
3. Check computation errors.
4. Determine if mathematics concepts are understood.
5. Assess how students approach word problems.

Reading

1. Have student read aloud.
2. Listen for a smooth flow in oral reading.
3. Check work attack skills.
4. Check recall.
5. Check knowledge of word meanings.

Writing

1. Have students write one or two sentences on what they hope to gain from the program. This could be used as a writing sample.
2. Check spelling.
3. Check punctuation.
4. Check grammar and sentence structure.
5. Check penmanship.

Always model the techniques you are using with your students. For example, in the area of reading, you might demonstrate:

1. Scanning; that is, determining quickly basic facts.
2. Reading for details.
3. Skimming.
4. Locating main ideas.
5. Inference reading.
6. Dramatic reading.

During the eight month implementation phase of the practicum, no significant deviations from the writer's plans were encountered nor did any significant difficulties develop. Four unexpected events occurred. The first was the incorporation into the Social Studies curriculum of a Prejudice Reduction Unit at each grade level. The second was the designing of a parent communique for each marking period. This was an outgrowth of the parent orientation program. The third was the suggestion made by the committee for non-tracking students in the area of Social Studies and Science to offer further assistance, possibly a tutorial program for students having difficulty in their new non-homogeneous environment.

The fourth was the scheduling difficulties of the tutorial sessions. Sessions were originally planned to take place during lunch periods and after school. But, because of master scheduling difficulties, all tutorial sessions had to take place after school. This probably was the most serious of the unexpected events because it curtailed somewhat the number of students who could participate in the peer-tutoring program.

CHAPTER V

RESULTS, DISCUSSION, RECOMMENDATIONS AND DISSEMINATION

Results

The problem that existed in this writer's work setting was the educating of incoming racial and ethnic inner-city minority students with the hope of providing them full access to and participation in the educational, social and economic life of the community, without surrendering their language and cultural distinctiveness.

The goals of this practicum were for minority students and their parents to have positive school experiences when interacting with classroom teachers as well as when they were engaged in other school activities and for classroom teachers to become aware of the variety of the cultural activities presented by these students and their diversity in communicating. Teachers were to become sensitized to the customs and values prevalent among these students and acquire the knowledge and techniques to successfully integrate the minority students into their classes in such a way as to maximize the cultural diversity within the population. Lastly, minority students were to gain the knowledge and techniques to be successfully integrated into the school community.

Specific objectives were designed to meet these goals. The following is a list of each objective followed by the results related to that specific objective.

Objective 1: To increase involvement of minority students in school activities by 25 percent as measured by attendance charts (see Appendix D) kept by activity advisors. For the purpose of this practicum, involvement in the activity was defined as not merely enrolled, but rather as being actively engaged in the particular activity.

The advisors to the various activities were asked to complete the accompanying attendance chart (Appendix D) to measure the number of minority students involved in their programs. An asterisk was placed next to the names of all minority students.

The results revealed that there was a 29 percent increase in the total minority involvement in sport related and non-sport related activities. This was a result of 133 minority students being involved in the 1991-92 school year and 103 being involved in the 1990-91 school year.

Table 6

Involvement of Minority Students in School Activities

Non-Sports Related	Activity Enrollment 1990-91	Minority Enrollment 1990-91	Activity Enrollment 1991-92	Minority Enrollment 19921-92	% Increase Minority Enrollment
1. Band	65	7	62	12	71%
2. Chorus	144	30	150	39	30%
3. Newspaper	14	2	14	2	0%
4. School Store	60	8	60	12	50%
5. Student Council	84	6	84	11	83%
6. Yearbook	20	2	20	4	100%
Sports Related					
1. Basketball	24	16	24	18	12%
2. Physical Fitness	48	19	60	22	31%
3. Soccer	38	6	38	4	-33%
4. Wrestling	20	5	20	7	40%
5. Cheerleading	18	2	18	2	0%
Total Minority Enrollment		103		133	29%

Objective 2: To increase communication between classroom teachers and parents of minority students by 25 percent. These communications will take the form of written progress reports, telephone conversations, and face-to-face conferences. This will be measured by records kept by the teacher as well as records submitted to the Guidance Department (see Appendix E).

The teachers were required to document all forms of communication with parents using the required form. It was completed in duplicate and submitted to the Guidance Office for placement in student records.

The results revealed that there was a 60 percent increase in written communiques to minority households; an increase from 13 to 22 in telephone conversations with minority households and an increase from 19 to 35 in face-to-face conferences with members of minority households. As encouraging as these figures are, the writer feels that minority students, who exhibit strengths are not receiving the positive feedback through the use of telephone and face-to-face conferences with members of their household.

Table 7

Percentage Increase of Written Progress Reports to Minority Households From First to Third Marking Period

Reasons	First Marking Period	Second Marking Period	Third Marking Period	Percentage Increase Marking Period 1 -3
Test Grades	22	35	35	59%
Attitude/Behavior	12	28	25	108%
Assignments	23	31	33	43%
Danger of Failing	14	16	12	-14%
Strengths	4	12	15	275%
Total	75	122	120	60%

Table 8

Percentage Increase of Telephone Conversations with Minority Households

Reasons	First Marking Period	Second Marking Period	Third Marking Period
Test Grades	2	5	4
Attitude/Behavior	8	12	10
Assignments	1	1	3
Danger of Failing	2	7	5
Strengths	0	0	0
Totals	13	25	22

Table 9

Percentage Increase of Face-to-Face Conferences with Members of a Minority Household

Reasons	First Marking Period	Second Marking Period	Third Marking Period
Test Grades	4	7	7
Attitude/Behavior	10	17	9
Assignments	3	8	8
Danger of Failing	2	10	11
Strengths	0	0	0
Totals	19	42	35

Objective 3: To increase by 20 percent the number of positive experiences of minority students in the middle school as measured by journal entries (see Appendix F) kept by these students. For this practicum, students will be provided time during Language Arts classes to keep a journal describing reactions to school and related activities.

During Language Arts classes students were given a minimum of five minutes to write in their journals. They were to record any significant positive or negative experience they had undergone in relation to school. As this was a personal account, it was not to be graded for grammar, spelling, punctuation, etc. Language Arts teachers were requested to record both the positive and negative experiences/interaction noted by their minority students and where they took place on the provided monthly checklist (see Appendix G).

The results of minority students keeping a journal provided invaluable information as to where these students were still having negative experiences within the school facility. On the surface, the objective of increasing the positive experiences of minority students by 20 percent was met. However, this increase took place primarily in the classroom under teacher direction and supervision. Unfortunately, the physical and verbal abuse noted in the journals of the minority students took place in unstructured situations without an authority figure being present. The primary areas for these negative experiences occurring were at the bus stop and on the school bus. This was followed by physical abuse such as pushing and kicking in the hallways. The cafeteria

was the prime source for the poking fun and ethnic/racial slurs. Although seats were originally assigned in the cafeteria, as students were given the opportunity to change, most minority students sat with members of their own racial or ethnic group. Incidents causing negative experiences for minority students in gym fell into two categories: not being selected for a team activity by others in the class and being the recipient of slurs with regard to their inability to play certain sports.

Table 10

Monthly Tally of Positive/Negative Experiences Recorded by Minority Students in Journals

Experiences/Interactions	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	March
Positive							
Made eye contact	0	0	3	4	0	1	0
Smiled at	0	1	3	4	0	2	0
Involved in conversation	12	20	32	52	76	72	86
Participated in group activity	23	27	25	47	61	84	79
Asked to join group	3	1	8	19	28	16	11
Understood assignment	0	0	1	0	12	7	6
Passed test	75	82	60	59	74	91	89
Total	113	131	132	185	251	273	271
Negative							
Physical abuse (pushing, kicking)	8	14	9	17	13	7	5
Poked fun at	17	16	5	11	6	4	4
Recipient of ethnic/social slurs	7	10	8	23	18	18	10
Not selected for group activity by peers	0	5	0	6	2	4	4
Incorrect responses in class	12	18	11	14	9	3	11
Assignments not clear	0	0	2	7	1	0	5
Failed test	40	42	21	36	32	23	34
Total	84	105	56	114	81	59	73

Objective 4: To provide classroom teachers with information and research concerning cultural diversities and the customs and values prevalent among the minority population. For the purpose of this practicum, a checklist (see Appendix H, I) will be utilized to evaluate the materials provided and to determine how teachers used these materials. In addition, visual observation will be made by the writer of the use of this material.

At the conclusion of the eight month-inservice meetings, the staff was provided the Research Materials Evaluation Checklist and the Checklist for Usage of Suggestions and Techniques to complete. The following tables indicate the results of these surveys:

Table 11

Results of Research Evaluation Checklist

	Yes	No
1. The materials were pertinent to the racial and ethnic population in my classroom.	52	30
2. The materials introduced me to the multicultural education approach.	71	9
3. The materials presented principles that could be utilized in my classroom.	30	48
4. The materials provided new techniques for instructing students of various cultures.	58	21
5. The materials included valuable information concerning the values and customs of different minority groups.	60	18

	Yes	No
6. I have attempted to use some of the suggestions and techniques found in these materials in my classroom.	41	35
7. It is important to continue to provide research materials for staff members.	66	11

In addition to these seven items, there was a section soliciting a written response. Five responses indicated that additional work needs to be done in the areas of student scheduling and placement. Two responses stated that, although teachers are more than willing to communicate with parents, there is extreme difficulty in reaching them and also speaking with those parents whose first language is not English.

Table 12

Results of Checklist for

Usage of Suggestions and Techniques

	Often	Sometimes	Never
1. Assigning of racial/ethnic minority students to leadership roles in small groups, with the changing of leaders frequently.	12	60	0
2. Use of such concepts as Black History Month to incorporate the perspectives and experiences of racial/ethnic minorities in lessons.	16	40	22

	Often	Sometimes	Never
3. Allowance of minority and non-minority equivalent amount of "wait-time," the time a student has to formulate an answer after the question is asked.	61	18	0
4. Use of cooperative learning methods, in which students work as teams, not individuals; the avoidance of tracking ability.	12	55	17
5. Use of diverse instructional strategies for all learning styles, including those that are visual, auditory and kinesthetic.	13	64	0
6. Screening out of materials that incorporate bias; use of resource materials that show racial/ethnic minorities as active participants rather than observers.	63	12	0
7. Prompting of racial/ethnic minority students as often as non-minority students are prompted.	72	4	0
8. Inviting of minority professionals and community members to talk about their work and its importance.	0	17	60

The results of these two checklists revealed that there was an increase of sensitivity on the part of the professional staff toward minority students. The results further indicated that the staff was willing to use instructional strategies and methods which brought minority students into the mainstream of classroom activity. It should also be noted that some staff members initiated their own projects dealing with cultural minorities and invited the writer as well as other administrators to visit the classes and share in these projects. The activities included videos that were taped and oral reading to students.

Discussion

A review and interpretation of the data indicates that all four objectives were achieved. This indicates that the following goals were met and will continue to be met throughout the school year: minority students and their parents will have positive experiences when interacting with classroom teachers as well as when they are engaged in other school activities; minority students will gain the knowledge and techniques to be successfully integrated into the school community; classroom teachers will become aware of the variety of cultural activities presented by these students and their diversity in communicating; teachers will become sensitive to the customs and values prevalent among these students; a close working relationship will be formed between the teachers and the parents of the minority population; and teachers will acquire the knowledge and techniques to successfully

integrate the minority students into their classes in such a way as to maximize the cultural diversity within the population.

The results confirmed the writer's expectations that both minority students and their parents can have positive experiences when interacting with classroom teachers and that a non-condescending partnership between minority parents and teachers can be developed through these positive experiences and planned activities to involve minority parents in the life of the school. Teachers can be made aware of the cultural values and customs of this diverse population and acquire the knowledge and techniques to successfully integrate them into the school community.

A review of the literature reveals that others have met with positive results when dealing with cultural diversity when each culture is treated with respect and sensitivity by others. Culture is actually a form of communication which is shared among members of a society and which consists of both implicit and explicit rules for perceiving, believing, evaluating and acting (Trueba, et al., 181). Fisher and Guthrie (1983) have identified the importance of verbal participation in the classroom as a measure of the student's engagement and internalization of the lesson being taught.

The writer has found that student participation can be developed by a carefully organized program to bring those students who rarely participate into the mainstream of classroom activity. There are, however, certain dynamics which are at work mitigating against full student participation. Among these are:

1. Low expectation of minority culture students by teachers--This often leads to tracking of these students into lower level classes. Often these classes provide routine rather than challenging assignments. Stress is usually placed on basic information rather than critical, creative and analytical thinking skills (Anderson & Pellicer, 1990).
2. Lack of parental involvement--Although minority parents want to be involved, appropriate structures and strategies do not exist for involving them. Often communication between parents and teachers does not occur because of lack of resources and time (Chavkin, 1989).
3. Low self-esteem on the part of minority culture students--This is an important component of success in school; but is missing too often for many minority students. Youngsters today are not receiving enough positive, nurturing attention from adults either at home or at school (Canfield, 1990).
4. Lack of teacher preparation in dealing with the multicultural classroom--Teachers have not been properly trained to modify existing materials and methods for individualization. Instead of seeing schools as places where individual differences are blended to become a whole, they must now begin to recognize and accept the ability of the cultural diverse student and (DeCosta, 1984).

Since all the goals and objectives were met, several implications have become apparent. The complexity in teaching a culturally diverse student population makes it difficult to condense a single set of program concepts and strategies from the available current program models being used with the ever increasing culturally diverse classroom population.

Work needs to begin on the designing and developing of programs which will provide a multifacet approach and include new teaching methods, support systems, home-school partnerships with parents and inservice workshops for staff. No longer may the diverse ways of learning of the minority student be considered a liability but rather an asset if successful progress with and for this population is to be made. Different ways of learning and the effective use of varied instructional methods need to become a part of the comprehensive plan to improve learning for minority children.

Cooperative learning strategies have demonstrated to be an effective means of increasing positive race relations and achievement. It has further suggested that, once incorporated as a major part of the school experience of students, the gap between minority and nonminority students in measured achievement may be reduced.

Involvement of minority parents in their child's education points to the need for educators and administrators alike to establish a partnership with parents. Key components of increased minority parent participation include educator-training and home-school partnerships.

Middle school educators, in particular, must be provided with both resources and materials which reflect the cultural diversity of early adolescents. During this sensitive period, early adolescents need positive educational experiences which demonstrate respect for both individuals and their culture.

Achieving effective multicultural education is a schoolwide function with all target groups (students, parents, teachers and administrators) contributing to the process. An adequate program design must be holistic and systematic in its format with all groups and their needs being addressed in order to create schools that will function well for all students now and in the years ahead.

Recommendations

1. It is recommended that release time be provided for staff members to participate in follow-up sessions to share continued concerns involving minority students and their active participation in the life of the school.
2. It is recommended that the administrative staff continue to provide current literature and research concerning the minority population.
3. It is recommended that inservice programs be presented which focus on advocacy of minority cultures. There are many outside agencies which sponsor these programs and are more than willing to present them to the school staff if time is made available.
4. It is recommended that the use of parent orientation programs and monthly parent communiques be continued

throughout the school year.

5. It is recommended that minority culture students continue to be encouraged to become actively involved in all phases of the school's programs through the use of expressing themselves through their writings in journals, participating in extra-curricular activities and utilizing such assistance programs as the hotline and tutoring services.
6. It is recommended that a Minority Parent Advisory Council be formed to facilitate communication and provide input with regard to program planning.

Dissemination

This practicum was shared with the administrators in the writer's district. Portions were used for district-wide inservice programs for both the professional staff members and supportive staff members.

Due to the research disseminated by the writer, a district wide Parent Education Day was designed to further enhance parent communication and involvement. During this Saturday morning a variety of workshops were offered to assist parents with their child's educational pursuits. The writer participated in the sharing of materials with concerned parents.

Several of the interventions implemented received coverage in local newspapers. These interventions included the Homework Hotline and Peer Tutoring Program. From the coverage the writer was requested by other schools in the area to assist in

establishing similar interventions for these schools. To date, one other middle school has already implemented the homework hotline and is in the developing stages of a peer tutoring program.

As a result of this research, the writer was appointed to the district's Affirmative Action Committee and was asked to present the findings in this report. Some of their findings became the basis for the development of a program to sensitize the district's support staff (custodians, bus drivers and clerical staff) to the needs of the ever-increasing minority population.

Outside the school setting, the writer was asked to share the results of this practicum with private businesses in the area which are attempting to make their personnel more aware of cultural diversity in the marketplace.

In addition, the writer is in the process of submitting her findings to professional periodicals.

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APPENDIX A

CURRENT SCHOOL ENROLLMENT DATA

ENTIRE FORM MUST BE TYPED

TYPING INSTRUCTIONS

Insert in typewriter - align both horizontal and vertical typewriter carriage guides on the cross lines. Type at 1 I/2 spaces.

MSC0003 10/89

FALL REPORT 1990

NEW JERSEY STATE DEPARTMENT OF EDUCATION/Division of Administration/IRM

CONSOLIDATED ENROLLMENT REPORT: CURRENT SCHOOL ENROLLMENT DATA****

AS OF OCTOBER 15, 1990

A. ON ROLL BY GRADE, RACE AND SEX

GRADE (1)		WHITE* M (3)	WHITE* F (4)	BLACK* M (5)	BLACK* F (6)	HISPANIC M (6)	HISPANIC F (7)	AMERICAN INDIAN ALASKAN NATIVE M (8)	AMERICAN INDIAN ALASKAN NATIVE F (9)	ASIAN OR PACIFIC ISLANDER M (10)	ASIAN OR PACIFIC ISLANDER F (11)	ALL STUDENTS M (12)	ALL STUDENTS F (13)	TOTAL (14)
Pre-Kindergarten	01													
Kindergarten	02													
One	03													
Two	04													
Three	05													
Four	06													
Five	07													
Six	08	102	100	7	10	8	9	0	0	23	18	140	137	277
Seven	09	104	129	11	9	10	7	2	0	16	7	143	152	295
Eight	10	122	114	14	14	8	12	2	1	19	8	165	149	314
Nine	11													
Ten	12													
Eleven	13													
Twelve	14													
Post Graduate	15													
Special Education**	16	39	9	7	2	2	2	0	0	0	0	48	13	61
Ungraded	17													
TOTAL	18	367	352	39	35	28	30	4	1	58	33	496	451	947
Shared Time Received***	19													
Shared Time Sent***	20													

B. AVAILABLE PROGRAMS

PROGRAM (1)	STUDENTS ENROLLED (2)
ESSIA Chapter 1	
State Compensatory Education	144
Limited English Proficient (LEP)	24
Gifted and Talented	41
Advanced Placement	
In School Suspension	
Pregnant Students	
Vocational Education	
Industrial Arts	947
Introduction to Vocations	947
Technology for Children	
Home Economics	947
Kindergarten Full-Day	
Kindergarten Half-Day	

C. SCHOOL NUTRITION PROGRAM INFORMATION

No. of students eligible for free meals under free milk	81
No. of students eligible for reduced price meals	53
ENTER EITHER "Y" FOR YES OR "N" FOR NO IN BOXES BELOW	
A lunch program under NSLP is operated.	Y
A lunch program not under NSLP is operated.	

* Non-Hispanic **Include here only students housed in special education classes. ***Count each shared time student received or sent as ONE. **** ATTENTION DISTRICT CENTRAL OFFICE: Aggregated school enrollments (column 14) must agree with district total enrollments reported on the Application for State School Aid (ASSA). Differences must be explained and reported in writing.

COPY DISTRIBUTION: White - State Group - County Canary - District Pink (Undelivered) - School

SIGNATURE, CHIEF SCHOOL ADMINISTRATOR

DATE

CURRENT SCHOOL ENROLLMENT DATA

APPENDIX A

101

102

BEST COPY AVAILABLE

APPENDIX B

ESL/BILINGUAL MIDDLE SCHOOL PROGRAM
STAFF SURVEY

APPENDIX B

ESL/BILINGUAL MIDDLE SCHOOL PROGRAM
STAFF SURVEY

Directions: Indicate (X) areas of concern that you wish to see addressed:

		Yes	No
1.	Program Description: State and Federal Regulations	( )	( )
2.	Magnet School Concept	( )	( )
3.	Registering of New Students	( )	( )
4.	Identification Criteria of Students for ESL/Bilingual Programs	( )	( )
5.	Exit Criteria from ESL/ Bilingual Programs	( )	( )
6.	Distinction between ESL and Bilingual Programs	( )	( )
7.	Technique for Instructing ESL Students in Content Areas	( )	( )
8.	Appropriate Materials for ESL Students in Content Areas	( )	( )
9.	Method of Evaluating/Grading ESL Students	( )	( )
10.	Other _____		

_____

_____

APPENDIX C

FORMAL INTERVIEW QUESTIONS

Formal Interview Questions

1. What is your present Limited English Proficient (LEP) population?

2. What was your population before the magnet school concept was implemented?

3. Is there any recognizable attendance difference between the Limited English Proficient (LEP) population and the other students in your class?

4. What is dominant language spoken at home of these students?

5. How would you categorize the attitude of the Limited English Proficient (LEP) student - positive/negative?

6. Do you find the Limited English Proficient (LEP) population having difficulty with adjusting socially/academically?

7. Have you found more difficulty in providing instruction for the Limited English Proficient (LEP) student?

8. How have you attempted to address the problem of grading?

9. What adjustment have you needed to implement in your class with regard to this population?

10. How many Limited English Proficient (LEP) students have you had placed in your classes from September, 1990, to the present? Of these students, how many have been exited from the ESL Program and do you agree with this?

APPENDIX D

ATTENDANCE CHART

ACTIVITY: _____
(Attendance Record)

GRADE: _____ MONTH: _____

DATE

NAME																							

Identify minority student by use of an asterisk.

APPENDIX E

INTERIM REPORT AND STUDENT PROGRESS COMMUNICATION FORM

APPENDIX E

INTERIM REPORT AND STUDENT PROGRESS COMMUNICATION FORM

STUDENT _____ SECTION _____

Date _____ Conference ( ) Spoke to _____
Telephone ( )

Discussed the following:

( ) TEST GRADES

( ) GENERAL ATTITUDE - BEHAVIOR

( ) COMPLETION OF ASSIGNMENTS

( ) IN DANGER OF FAILING

( ) STUDENT STRENGTHS

COMMENTS: _____

_____

_____

_____

_____

_____

_____
Teacher's Signature

NOTE: Form is to be completed in duplicate, with one copy submitted to the Guidance Office for student records.

APPENDIX F

DAILY JOURNAL ENTRY SHEET

APPENDIX F

DAILY JOURNAL ENTRY SHEET

DATE: / /

DATE: / /

DATE: / /

APPENDIX G

GUIDELINES FOR DAILY ENTRY SHEETS/CHECKLIST

Guidelines For Daily Journal Entry Sheets/Checklist

APPENDIX G

1. Beginning each marking period students in Language Arts classes are to receive a folder containing Daily Journal Entry Sheets.

2. Class routine for each day will begin with a minimum of five minutes devoted to journal writing.

3. During this time allottment students will have the opportunity to record any significant positive/negative experience relating to school. This may include activities which occurred in the classroom, the cafeteria, the hallways, the gym, or on the buses.

4. As this is a personal account, it is not to be graded for grammar, spelling, punctuation, etc.

5. Language Arts teachers are asked to record both positive and negative experiences/interactions noted by their minority students.

6. A monthly checklist is provided: abbreviate where experiences occurred by using the following key:

Classroom	-	Cl
Cafeteria	-	Cf
Hallway	-	H
Gym	-	G
Bus	-	B

Daily Journal Checklist

Name _____ Month _____

Experiences/Interactions	M	T	W	Th	F	M	T	W	Th	F	M	T	W	Th	F	M	T	W	Th	F	Total
Positive																					
Made eye contact																					
Smiled at																					
Involved in conversation																					
Participated in group activity																					
Asked to join group																					
Understood assignment																					
Passed test																					
Negative																					
Physical Abuse (pushing, kicking)																					
Poked fun at																					
Recipient of ethnic/social slurs																					
Not selected for group activity by peers																					
Incorrect responses in class																					
Assignments not clear																					
Failed test																					

APPENDIX G

APPENDIX H

CHECKLIST FOR USAGE OF SUGGESTIONS AND TECHNIQUES

APPENDIX H

Checklist for Usage of Suggestions and Techniques

Name (optional) _____ Date _____

Directions: Kindly check appropriate columns for usefulness of suggestions and techniques.

	Often	Sometimes	Never
1. Assigning of racial/ethnic minority students to leadership roles in small groups, with the changing of leaders frequently.			
2. Use of such concepts as Black History Month to incorporate the perspectives and experiences of racial/ethnic minorities in lessons.			
3. Allowance of minority and non-minority equivalent amount of "wait-time," the time a student has to formulate an answer after the question is asked.			
4. Use of cooperative learning methods, in which students work as teams, not individuals; the avoidance of tracking ability.			
5. Use of diverse instructional strategies for all learning styles, including those that are visual, auditory and kinesthetic.			
6. Screening out of materials that incorporate bias; use of resource materials that show racial/ethnic minorities as active participants rather than observers.			
7. Prompting of racial/ethnic minority students as often as non-minority students are prompted.			
8. Inviting of minority professionals and community members to talk about their work and its importance.			

APPENDIX I

RESEARCH MATERIALS EVALUATION CHECKLIST

APPENDIX I

Research Materials Evaluation Checklist

Name (Optional) _____ Date _____

Please take a few minutes to fill out this survey. We would like to find out if the materials distributed were beneficial to you in meeting the needs of our minority population.

Write the word "yes" or "no" before each statement below:

_____ Were pertinent to the racial and ethnic population in my classroom

_____ Introduced me to the multicultural education approach

_____ Presented principles that could be utilized in my classroom

_____ Provided new techniques for instructing students of various cultures

_____ Included valuable information concerning the values and customs of different minority groups

_____ I have attempted to use some of the suggestions and techniques found in these materials in my classroom

_____ It is important to continue to provide research materials for staff members

Comments: _____

_____

_____

_____

_____

APPENDIX J

PARENT ORIENTATION NOTIFICATION

APPENDIX J

Summer 1991

Dear Parents,

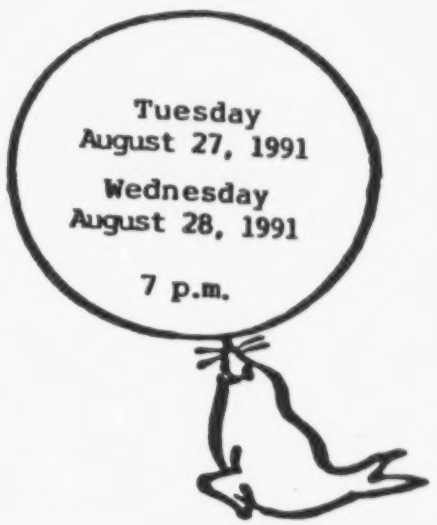
Your child's successful growth during the next year depends upon a spirit of mutual understanding and cooperation between you and the school, With this in mind, we are cordially inviting you to attend a special presentation in the Large Group Instruction Area on Tuesday, August 27 or Wednesday, August 28, 1991 at 7 p.m.

This Orientation Program will include a review of our school's curriculum and organizational structure, a film presentation, and an informal question and answer period.

The program is designed to be brief, yet informative, and we hope you will make every effort to attend. We look forward to meeting you.

Sincerely,

Christine D. Piscitelli
Vice-Principal



APPENDIX K

BACK-TO-SCHOOL COMMUNIQUE

B A C K - T O - S C H O O L

APPENDIX K

Dear Parents,

With the opening of school just days away you've probably spent some time preparing your child as well as yourself for this important event. Even after school begins it is necessary to continue to devote the same quality time to your child's education.

When parents and schools work together, research has showed repeatedly that students do better and parents get a feeling of participating in the educational process.

Here are some helpful tips for ways you can participate in your child's education and make an important impact. They don't cost money or require training. All they need is quality time.

1. READ WITH YOUR CHILD. Encourage them to obtain a library card and borrow books. Set an example for them by setting aside time each evening for family reading.

2. LET YOUR CHILD KNOW THAT SCHOOL IS IMPORTANT Children learn by example. If you ask about their homework assignments and review their work they will take their homework more seriously.

3. HELP YOUR CHILD OVERCOME FRUSTRATION AND BUILD SELF-ESTEEM. Children, like adults, need things they can count on. A regular study time helps them feel more structured and in control of their lives.

4. RECOGNIZE YOUR CHILD'S SPECIAL TALENTS. Every child has talents which must be encouraged. A parent is in the best position to assess these talents and use them to build confidence in their child. By observing your child closely you can surely determine their special gifts and build on these to create a positive self-image.

5. JOIN SCHOOL PARENT-TEACHER ORGANIZATIONS. Everyone benefits when parents and teachers work together. Attend school events, especially open houses.

Implementing the above suggestions requires the giving of quality time on your part, but will help keep education a high priority item in your household.

Hope the coming school year proves to be successful and rewarding for both you and your child. If you have any questions or concerns about your child's education feel free to call.

Sincerely,

Christine Piscitelli
Assistant Principal

APPENDIX L

PARENT ORIENTATION PROGRAM BOOKLET

APPENDIX L

YOUR CHILD AND

MIDDLE SCHOOL

August 28, 1991

MIDDLE SCHOOL ADMINISTRATION

Principal

Assistant Principal

Assistant Principal

Guidance Counselor
Eighth Grade

Guidance Counselor
Seventh Grade

Guidance Counselor
Sixth Grade

Student Activity Coordinator

Subject Area Coordinators

Science
Social Studies
Mathematics
Language Arts
Reading
Related Arts

Parent Orientation Program

August 28, 1991

I. WELCOME

II. OVERVIEW OF SCHOOL PROGRAMS

III. VIDEO PRESENTATION

IV. GUIDANCE SERVICES

V. STUDENT ACTIVITIES

VI. QUESTION AND ANSWER PERIOD

OUR INSTRUCTIONAL PROGRAM

There are five basic subject areas for all students:

MATHEMATICS...LANGUAGE ARTS... SOCIAL STUDIES...SCIENCE... READING.

By utilizing team teaching and achievement level grouping, students are provided with instruction at a variety of levels within each grade, depending on their individual needs.

Because our grade system is based upon individual progress, any student working to the best of his ability can make the Honor Roll.

A TYPICAL 6TH GRADE SCHEDULE

8:15-8:30	Arrival/HR
8:30-9:15	Reading
9:17-10:02	Math
10:04-10:49	Science
10:51-11:36	Art/Music
11:38-12:23	Lunch
12:25-1:10	Social Studies
1:12 -1:57	Language Arts
1:59 -2:44	PE/IA/HE
2:50	Dismissal

PHYSICAL EDUCATION

Each student will receive a comprehensive Physical Education program including Health (Family Life Science).

RELATED ARTS

Students are offered a full year's program in the areas of Art, Home Economics and Industrial Arts. The program is co-educational.

OUR STUDENT ACTIVITIES INCLUDE...

Interscholastic Sports...Band...Dances School Newspaper...Field Trips...Yearbook...Sports...Plays and Assemblies.. Chorus...Art Fair...Service Clubs... Intramurals...Cheerleading...Class Officers...Student Council...Clubs... Mini-Courses

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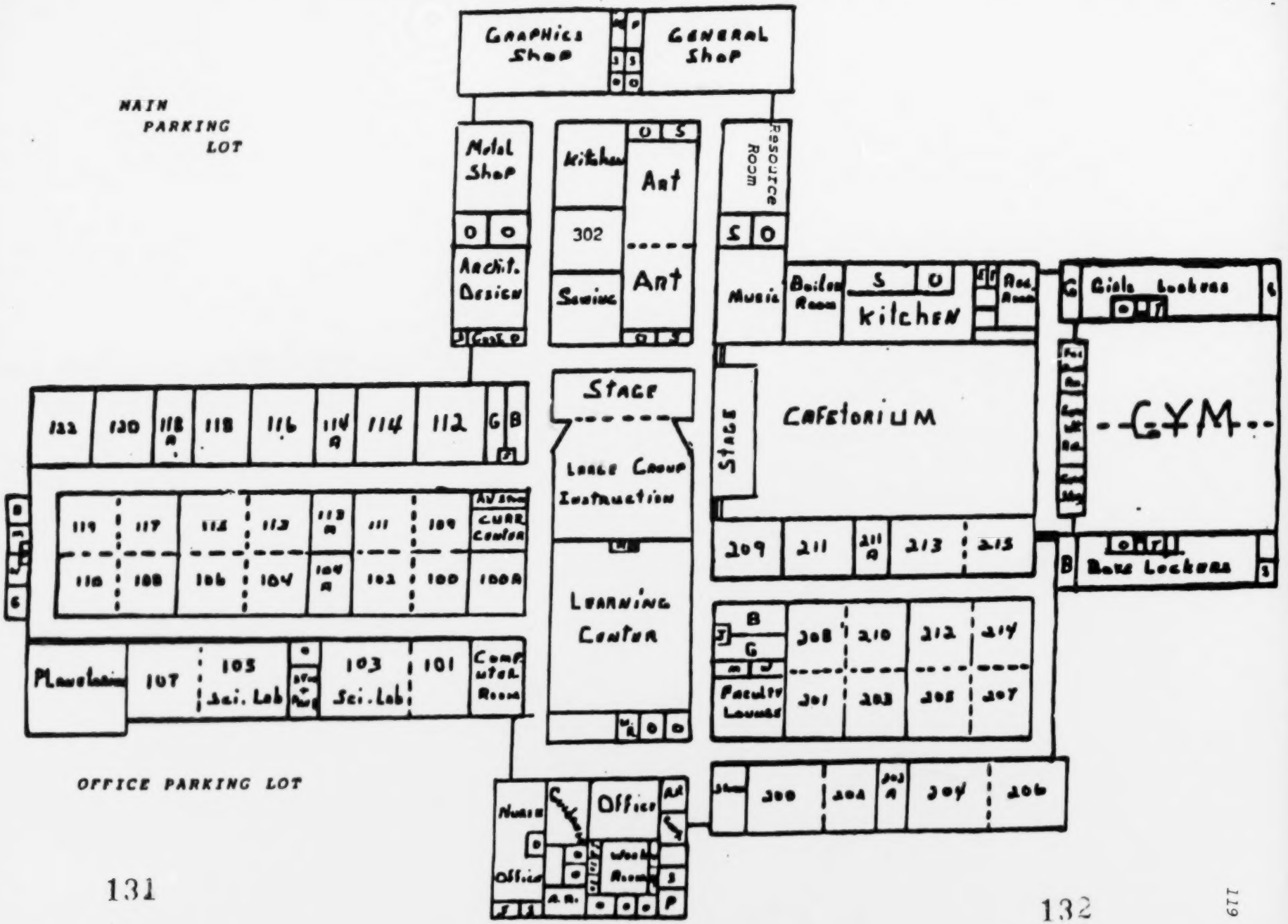
MAIN PARKING LOT
Graphics Shop
General Shop
Metal Shop
Archit. Design
Kitchen
302
Sewing
Art
Art
Resource Room
Music
Boiler Room
Kitchen
Girls lockers
GYM
Stage
Cafetorium
Stage
Large Group Instruction
Learning Center
122
120
118 A
118
116
114 A
114
112
119
117
115
113
113 A
111
109
110
108
106
104
104 A
102
100
100A
Planetarium
107
105 Sci. Lab
103 Sci. Lab
101
Computer Room
209
211
211 A
213
215
Boys lockers
Faculty Lounge
208
210
212
214
201
203
205
207
Nurse
Office
Office
200
202
202 A
204
206
OFFICE PARKING LOT
131
132

APPENDIX M

PARENT NOTIFICATION OF VIDEO ORIENTATION PROGRAM

APPENDIX M

Summer, 1991

Dear Parents,

Your child's successful growth during the next year depends upon a spirit of mutual understanding and cooperation between you and the school.

In an effort to orientate parents and new students to our school a video has been prepared which includes a review of our school's curriculum and organizational structure.

This video is available for home viewing, and we do hope you will contact our guidance office to make arrangements, if you are interested in having it sent home with your child.

We look forward to meeting you in the future.

Sincerely,

Christine D. Piscitelli
Vice-Principal

APPENDIX N

HOMEWORK HOTLINE RECORDING FORMAT

APPENDIX N

HOMEWORK HOTLINE RECORDING FORMAT

TEAM ___

General Announcements: _____

_____

MATH:

Period 1 _____
Algebra _____
Period 4 _____
Period 6 _____
Period 7 _____

LANGUAGE ARTS:

Period 2 _____
Period 3 _____
Period 4 _____
Period 4 _____
Period 6 _____
Period 7 _____

READING:

Literature _____
Period 3 _____
Period 4 _____
Period 6 _____
Period 7 _____

SCIENCE:

Period 1 _____
Period 3 _____
Period 4 _____
Period 6 _____
Period 7 _____

SOCIAL STUDIES:

Period 1 _____
Period 3 _____
Period 4 _____
Period 6 _____
_____
Period 7 _____

APPENDIX O

HOMEWORK HOTLINE RECORDING HINTS

APPENDIX O

HOMEWORK HOTLINE RECORDING HINTS

1. Wait until all buses have been called if you are not free eighth period.

2. Unplug the phone line from the back of the recorder.

3. Rewind the machine and wait for it to reset.

4. Organize the introduction and homework sheets.
NOTE: If you stop talking for more than 2 seconds, you have to start over.

5. Press OGM-REC and start talking after the beep.

6. Sample Introduction:

"Hello, you have reached the Carl Sandburg Middle School 7th Grade Homework Hotline. Have a pencil handy to copy your work. Hang up as soon as you have finished. Homework is for _____(Date)_____."

7. Ignore "Record your message again", when you complete your message.

8. Plug the phone line in the back of the recorder.

APPENDIX P

PARENT NOTIFICATION OF HOMEWORK HOTLINE

APPENDIX P

October 1991

Dear Parents,

I am pleased to announce that the Carl Sandburg Middle School is initiating a "Homework Hotline" for all students effective immediately. Any parent or student wishing to learn the homework assignments for each subject can do so by dialing the following numbers:

EIGHTH GRADE - 290-3992

SEVENTH GRADE - 290-3991

SIXTH GRADE - 290-3987

The primary purpose of the "Homework Hotline" is for use by students who are absent from school on a particular day. It will also be helpful for those parents who wish to help their children organize their homework assignments.

The homework will be placed on the hotline by a teacher between 2 and 3 p.m. each day and will remain in operation for a 23 hour period until 2 p.m. the following day. When calling the "Homework Hotline," please be sure to have a pencil and paper available so that you may jot down the assignments. It is important to remember that only one answering machine is available for each grade, and patience will be required to reach our numbers if a great many parents decide to call simultaneously.

Very truly yours,

Joseph F. Wydra
Principal

APPENDIX Q

PARENT NOTIFICATION OF
PEER TUTORING PROGRAM

APPENDIX Q

Dear Parents,

We are pleased to announce that starting Tuesday, November 12, 1991, a pilot school Peer Tutoring Program will be implemented at Carl Sandburg Middle School. Students will be available at this time to provide assistance with school assignments. This program will be in effect after school every Tuesday and Thursday from 3:00 to 4:00 p.m. Bus transportation will be provided.

After a review of your child's academic standing during the first marking period, it appears that he/she is eligible for participation in the program.

If you wish to have your child participate, kindly fill out the bottom portion of this letter and return to the Main Office. For further information, please contact Mrs. Piscitelli at 290-3887.

( ) I wish to have my child participate in the Peer Tutoring Program. Subject: _____

( ) I do not wish to have my child participate in the Peer Tutoring Program.

Student's Name: _____

_____
Parent Signature